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FORTY-SIXTH ANNUAL REPORT

OF THE

BOARD OF EDUCATION;

TOGETHER WITH THE

FORTY-SIXTH ANNUAL REPORT

OF THE

SECRETARY OF THE BOARD.

1881-82.

JANUARY, 1883.

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STATE BOARD OF EDUCATION, 1883.

EX OFFICIO.

His Excellency BENJAMIN F. BUTLER, *Governor.*
His Honor OLIVER AMES, *Lieutenant Governor.*

BY APPOINTMENT.

		TERM EXPIRES.
Hon. CHARLES B. RICE,	*Danvers,*	May 25, 1883
Hon. E. B. STODDARD,	*Worcester,*	May 25, 1884
ALONZO A. MINER, D.D.,	*Boston,*	May 25, 1885
Col. T. W. HIGGINSON,	*Cambridge,*	May 25, 1886
ADMIRAL P. STONE, LL.D.,	*Springfield,*	May 25, 1887
Miss ABBY W. MAY,	*Boston,*	May 25, 1888
Hon. M. B. WHITNEY,	*Westfield,*	May 25, 1889
FRANCIS A. WALKER, LL.D.,	*Boston,*	May 25, 1890

SECRETARY.

JOHN W. DICKINSON, A. M., ... *Newton.*

ASSISTANT SECRETARY AND TREASURER.

C. B. TILLINGHAST, ... *Boston.*

AGENTS

GEORGE A. WALTON, A.M., ... *Newton.*
ELI A. HUBBARD, A.M., ... *Springfield.*
GEORGE H. MARTIN, A.M., ... *Bridgewater.*

ANNUAL REPORT

OF THE

BOARD OF EDUCATION.

ANNUAL REPORT.

In accordance with the requirements of the statutes of the Commonwealth, the Board of Education herewith respectfully submits to the legislature its Forty-sixth Annual Report.

In the discharge of this annual duty, subjects necessarily come up for consideration which have been treated in former reports, some of them, as a matter of course, quite frequently. To give an account of the doings of the Board during the year; to speak of the condition and efficiency of the schools, and to make suggestions for their improvement, and for extending their usefulness, will, from time to time, lead to lines of thought and of remark of considerable similarity; although the treatment of those similar topics may vary in the hands of different writers of the reports, and may reach classes of readers changing somewhat from year to year.

Regular monthly meetings, and several special meetings of the Board have been held during the year, and the various sub-committees and boards of Visitors of the several Normal Schools have also held frequent sessions, and all the various interests with the oversight of which the Board is charged have received careful consideration and action.

The Secretary of the Board, by another year's faithful labors in behalf of the schools, has commended himself to the favorable consideration of all well-wishers of popular education. His thorough knowledge of the principles of education, and his practical grasp of the character and details of school work, enable him to present in his report, to which special attention is invited, valuable information and suggestions upon the condition and needs of the schools of the Commonwealth. The Board desires to call the attention of the legislature to the fact, that the Secretary is now receiving a salary less than he received when he was principal of one of the State normal schools, and less than is now paid to any of the principals of those schools. Several city superintendents and principals of high schools receive a higher salary than the Commonwealth pays to the head of her school system, having the practical oversight of all her schools. The eminent abilities of the Secretary, and his capacity for practical work, are well known far beyond the limits of this State; and it would seem to be but an act of justice that the Commonwealth should show her appreciation of that officer's services, by a liberal increase of his salary.

It is a source of congratulation to the Board, and to the public also, to be able to record the passage of an act by the last legislature, abolishing the school district system in those towns of the Commonwealth where it still existed. The act goes into effect January 1, 1883.

The district system was not a feature of the earliest schools of Massachusetts; its origin dated back only to near the close of the last century. At that time, there were no cities, and few villages with a dense population. The people, largely agricultural in their pursuits, were more evenly distributed over the towns than at present, though sometimes more sparsely. The district system was a division of areas, rather than of population or pupils; and as such, it was a mere matter of convenience. But the conditions of our population have since changed entirely. The great increase and concentration of the pupils have long since rendered this system an obstacle to the management and improvement of the schools; and wherever, during the last thirty years, the districts have been abolished, it has been found that fewer school-houses, in proportion to the population, are needed; a better classification of pupils is secured; and a more even distribution of good school accommodations and well qualified teachers is given to the towns. A more just expenditure of school money, and a more economical administration of the schools, in every way, have been the invariable results of the town instead of the district system. By the abolition of the district system, the small towns, and the small districts with few pupils, have always received the greatest benefit.

The resolve of the last legislature authorizing the Board to appoint an additional agent was not passed in season to secure that officer's services before the summer vacation of the schools. In the month of August Mr. George H. Martin, for a number of years a teacher in the Bridgewater Normal School, was appointed agent, and at once entered upon his duties. Mr. Martin's well-known ability as a teacher, and his character as a man, seemed to the Board to indicate his peculiar fitness for the place, and to give promise of success in the work to which he was appointed. In this respect the expectations of the Board have not been disappointed. Mr. Martin has made a very favorable impression at the institutes and wherever he has appeared; and it is believed that the wisdom of his appointment will be fully justified by his success.

The office of the agents of the Board is one of great usefulness, and their labor in the schools and among the people is of the highest importance to the educational work of the State. As assistants to the Secretary of the Board, whose duties are various and extend to all parts of the State, the agents participate largely in the work of the institutes, visit and address schools, and give suggestions and advice to the teachers; hold conferences with school committees, and give public educational addresses and talks to the citizens of the towns and neighborhood, who frequently come together in evening assemblies for that purpose. In the sparsely settled regions of the State, these visits and talks are almost the only outside encouragement and impulse the people receive in their struggles to maintain good schools for their children. All the Secretaries of this Board, since the first appointment of agents, more than thirty years ago, have given emphatic endorsement to the utility of their employment; and there is probably no other agency by which the Board and its Secretary can so well come in contact with the people, and gather information concerning the practical working of the schools and their needs, as through the visits and reports of these agents. The teachers and the people welcome them, and urge them to repeat their visits. During the past year the agents have devoted themselves faithfully and successfully to the discharge of their duties. Attention is invited to their reports, which will accompany that of the Secretary.

Twenty-two institutes have been held during the year under the direction of the Secretary of the Board and the agents, with some assistance also from the teachers of the normal schools and others. They have been attended by about two thousand teachers, and by many school committees and citizens representing the localities where the institutes were held, and other adjoining towns. These institutes become a kind of extemporized normal school, where candidates for teaching and teachers fresh from the school-room meet for a brief time to receive instruction, and to gather new inspiration and impulse for their work among the children and youth. It is the universal testimony of the teachers and the people in towns where institutes have been held, that there is long afterward felt there a quickening interest in the schools and in education generally.

Within two years after the establishment and organization of this Board, the first normal school for the training of teachers in America was opened (July, 1839), as an experiment, at Lexington in this State. The school began with three pupils, but its success and appreciation by the educational public were not long delayed; and now, after a period of forty-three years, normal schools are no longer regarded in Massachusetts as an experiment. They have a history and a recognized character that entitle them to be classed among the most efficient educational agencies of the State. Beginning in the face of indifference, incredulity and opposition, they have won recognition by actual success.

In the five normal schools under the care of the Board, there have been enrolled since their organization more than eleven thousand four hundred (11,400) pupils, of whom five thousand seven hundred (5,700) have graduated after completing the full course of the schools. The number of pupils enrolled in the Normal Art School since its beginning in 1873 is 1,194. Certificates for completing the work have been issued to 260 of Class A; 82 of Class B; 23 of Class C; and 32 of Class D. The demand for normal trained teachers is constantly greater than the ability of the normal schools to supply. At present, somewhat more than thirty per cent. of the teachers in the public schools of the Commonwealth have received more or less professional training in normal schools.

These schools are at present doing a good work, and may be regarded as in a healthy condition, as will be more fully shown by the reports of the several boards of Visitors. This Board respectfully commends the normal schools to the wise consideration of the legislature and to the generous patronage of the public.

In those countries where the work of teaching is most successfully done, and where the best schools are found, the special training of teachers for their work has received careful attention; and normal schools, or teachers' training schools, as they are called in some countries, have come to be considered an indispensable feature of their educational system. Some of the ablest statesmen of this and of other countries have given their approval of such schools as both wise and economical in the support and administration of public schools. Well-trained teachers secure better organization in schools, and employ the best methods of teaching, thereby saving much time and doing better work for the pupil. In securing good order in school, in the work of discipline and moral training, normal teachers are more likely to excel, inasmuch as they make the child nature, — moral, mental and physical, — a subject of special study, and on the knowledge derived from that study base their methods of teaching and school management. Teaching is a work that requires rare qualifications, both as respects natural ability and fitness, and the training of the teacher's powers. The difference in schools is substantially the difference in teachers. An expenditure for poor teaching is a pecuniary waste, and a waste of the golden opportunities of childhood; while the cost of a good teacher is a profitable investment and a blessing to the community.

With the changes that take place in the growth of our country, in the rapid development of a great variety of business interests, and of our civilization itself, new features of educational work are forced into prominence, and demand consideration. Of this character is the subject of technical and industrial education, — a subject that has received much attention in many European countries, and one that has taken tangible form in a variety of schools, — public, endowed and private; and in reformatory and charitable institutions. All such schools will, of course, depend much in their character upon the circumstances of the people among whom and for whom they are established and supported. In this country this subject is newer, and has engaged less attention than abroad. But this Board has not been, and is not now, indifferent to the importance of technical education; nor has it been inattentive to what has been done for it in this and in other countries. At several times during the past ten or more years, quite elaborate and important papers upon the subject have appeared in connection with the reports of this Board and its Secretary; and during the present year some investigations have been made by a special committee of the Board, the results of which will appear in the Appendix to this report. The intense eagerness of the American people to make capital and labor produce the greatest results, and the greatest amount of good to the public, will doubtless, ere long, compel a fuller investigation and discussion of technical education. Its very importance, and the complications that may arise in attempting to engraft upon our own peculiar institutions systems that have grown up in other countries and under circumstances widely different from our own, alike forbid that the subject should be thrust aside without a careful and unprejudiced investigation, or that hasty and inconsiderate attempts should be made to incorporate it into our own system of common schools. Any real improvement in those schools, that will enable them the better to prepare our children for intelligent citizenship, and will likewise make education the handmaid of labor, will be joyfully welcomed by the American people, and will do much also to insure the perpetuity of the schools themselves.

Another kind of educational work of rising importance is the peculiar system of elementary training, known as the Kindergarten,—a system which aims, by simple and natural methods, to lead the child-mind to form habits of observation, of self-activity, and self-development; and thus to become, under judicious training, a self-educator. The principles of this system seem to be founded upon a knowledge of child-nature as learned by wise and observing teachers and mothers. The great importance of our primary schools, the only grade of schools of whose advantages all our children partake; and the general feeling among educators that there is now in those schools too much drudgery, considerable waste of time and effort, and not sufficient attention given to imbuing the child with a fondness for learning, should move us to welcome any light upon the subject that may appear within the sphere of our observation. In some portions of our country the Kindergarten has been adopted as the first step in public primary training. In Massachusetts its public use is confined to a very few instances; although, under the auspices of private enterprise and munificence, it has become quite well known to many of our teachers and to a portion of the public. It is more than probable that the primary schools may yet be greatly benefited by hints obtained from a careful study and observation of kindergarten principles and methods.

There are not a few towns in the Commonwealth upon whose people the burden of supporting schools falls somewhat heavily, for the reason that there is but a small and scattered population, with little property, to bear the expense. Within the last forty years great changes have taken place in the distribution of population and wealth. Business and capital are now concentrated in cities and large towns. Many of the country farms and village workshops have been abandoned, and their former occupants have sought the business centres, where more constant and remunerative employment and better social advantages can be enjoyed. In this movement the young people and families with children have largely joined. Hence, in the localities thus left, with the increase of population checked, and with business oftentimes almost at a standstill, it is only by great pecuniary and personal sacrifice that ordinary schools can be maintained for the few children there found. In view of these facts, the question arises whether these communities are not entitled to special consideration at the hands of the State.

The problem of securing economical local supervision of the schools, in the smaller towns of the State, is one that needs attention, and perhaps legislation. In the cities and larger towns, special supervision is easily secured; but in smaller communities the employment of a supervisor for each single town would be an expensive measure, and in a majority of such towns the amount of work to be done would not be sufficient to occupy the whole time of one person. In two instances in the State, two adjoining towns have elected the same person superintendent; the towns themselves agreeing upon a division of his time among their schools respectively; also upon the portion of his salary to be paid by each town. It is reported that in the cases here cited this plan has met with success, and there does not appear any weighty reason why it may not be generally adopted, including sometimes, if desirable, a group of several towns. No legislation is necessary for it, it being plainly within the power of the towns and their school authorities, to whom the local management of the schools belongs. If in any case, on account of peculiarities of location or for other reasons, this plan is not feasible, relief could be obtained, perhaps, if school committees would select one of their own number as general school supervisor, although it might not be necessary that he should give his whole time to the work; in which case, compensation could be regulated accordingly, and little if any legislation would be needed to carry out the plan. Such a course would give unity to the schools and their work; and, as a supervisor, thus appointed, would generally be supposed to be selected on account of his fitness for the place, it would also have a tendency to increase the general efficiency of the schools. In many small towns, in some other States, where this plan has been tried, a school superintendent is now regarded by the people, as indispensable for the best interests of the schools. Those best acquainted with educational work have long felt that the two great needs of the schools are improved supervision and teaching; and, as one of the legitimate results of good supervision is the employment of better teachers, it seems highly desirable that the wisest and most judicious plan attainable, should be adopted for the oversight of the schools; a plan that shall carry its good influences to every school-house in the Commonwealth.

The first Secretary of this Board, remarked in his first report, that "The object of the common-school system of Massachusetts was to give to every child in the Commonwealth, a free, straight, solid pathway, by which he could walk directly up from the ignorance of an infant, to a knowledge of the primary duties of a man, and could acquire a power and an invincible will to discharge them." Forty-five years have elapsed since that remark was made, and yet its language as happily characterizes the scope of the schools to-day, as it did when uttered by its distinguished author. He had an abiding faith that the schools would improve, and that the people would keep them well abreast of the progress and the prosperity of the Commonwealth. They have improved, and the Secretary of the Board, and the agents, will report that they have done excellent work during the year just closed. But there is yet room for more improvement, and there is also a public expectation that such improvement will be realized. It is not probable, however, that it will be attained by violence done to our system of instruction, and least of all by any sensational innovations. To reduce or eliminate whatever is non-essential in matter or method, and to give greater prominence to what is most essential; to adapt the schools to the wants of our people and institutions, and to the age, and to make them do their part towards realizing the highest type of manhood and of womanhood, would seem to be the urgent duty of the present hour. The attainment of that high object is worthy of the most serious attention and the best efforts of legislators and people.

JOHN D. LONG, *ex officio.*
BYRON WESTON, *ex officio.*
CHARLES B. RICE.
ELIJAH B. STODDARD.
ALONZO A. MINER.
THOMAS WENTWORTH HIGGINSON.
ADMIRAL P. STONE.
ABBY W. MAY.
MILTON B. WHITNEY.
FRANCIS A. WALKER.

BOSTON, Dec. 11, 1882.

REPORTS OF VISITORS

OF THE

NORMAL SCHOOLS.

STATE NORMAL SCHOOL, BRIDGEWATER.

Albert G. Boyden, A. M., *Principal.*

The past year of this school has been devoted to its legitimate work as a normal training school. The various studies are carefully analyzed, arranged, and simplified, giving the students a distinct and complete view of the subjects to be taught in the public schools. The pupils study these subjects with direct reference to teaching them, and teach them in the daily class exercises, under the criticism of their fellow students and teachers. This criticism is applied to the student's knowledge of the subject, his ability to teach it, his use of the voice, his language, his manner, his capacity to use simple illustrations, and his power to control himself and others. Public sentiment is constantly demanding of teachers higher qualifications. To meet this, even the graduates of high schools and colleges need special preparation for teaching as much as for any other profession. It is a cause of congratulation that two-thirds of the young men in the school, and many of the young ladies, are taking the four years' course of studies in their desire to meet these advanced requirements. That they act wisely in so doing is apparent from the fact that persons of good natural ability, who have graduated from this course, are in great demand for good positions in the public schools. The teachers of the school have knowledge, experience and skill. They are well enlisted in their work, and act together with entire harmony.

But one change has occurred in the corps. Near the close of the first term of the year, Miss Mary H. Leonard was obliged to ask leave of absence on account of impaired health. Her place is temporarily filled by her sister, Miss Edith Leonard, formerly a teacher in the school.

The statistics for the year ending July 1, 1882, are as follows: —

TERMS BEGAN SEPT. 7, 1881, AND FEB. 8, 1882.	FIRST TERM.			SECOND TERM.			FOR THE YEAR.		
	Gentlemen.	Ladies.	Total.	Gentlemen.	Ladies.	Total.	Gentlemen.	Ladies.	Total.
Members,	38	131	169	40	126	166	46	148	194
Entering classes,	10	55	65	8	16	24	18	71	89
Graduates,	1	12	13	5	29	34	6	41	47
Received State aid,	8	11	19	13	14	27	14	17	31

The whole number admitted to the school from its opening in 1840 up to July, 1882, has been 2,810: gentlemen, 931; ladies, 1,879. Number of graduates, 1,725; gentlemen, 590; ladies, 1,135.

Of the number belonging to the school for the year, Plymouth County sent 59: Norfolk, 39; Bristol, 31; Middlesex, 23; Barnstable, 7; Suffolk, 5; Worcester, 3; Essex, 3; Dukes, 3; Berkshire, 1; the State of New Hampshire, 8; Maine, 3; Connecticut, 3; Pennsylvania, 2; Minnesota, New York, District of Columbia, Nova Scotia, each 1. Totals: Massachusetts (ten counties), 174; eight other States or Territories, 20.

The average age of those admitted during the year has been 18 years 5 months; of the gentlemen, 19 years; of the ladies, 18 years 3 months.

Occupations of parents; mechanics, 29; farmers, 21; traders, 9; manufacturers, laborers, each 4; teachers, 3; book-keepers, butchers, collectors of customs, lawyers, sea-captains, each 2; clergyman, clerk of court, editor, hotel keeper, insurance agent, mill agent, physician, salesman, each 1. Total, 89.

Of the 89 candidates received, there came from high schools, 59; from academies and private schools, 20; from district schools, 5; from grammar schools, 4; from normal school, 1.

It will be seen that the old criticism on normal schools, that they were merely substitutes for high schools, has ceased to be applicable, at least as far as this school is concerned.

The number of students pursuing the four years' course during the year has been 52; gentlemen, 29; ladies, 23. The number taking the two years' course, with some additional studies, has been 15.

Of the 47 graduates for the year, 5 were from the four years' course. All, with the possible exception of one who has not been heard from, have engaged in teaching. Three are teaching out of the State, and all the others are now teaching in the different grades of the public schools in the State. Most of them received invitations to teach in the counties from which they came, very soon after their graduation. The large majority of them are reported as successful in their work, Some have had notable success. Some who failed in their first school, succeeded in their second. The applications for teachers have been several times as large as the number graduated.

The last legislature appropriated a sum not exceeding $1,500 for necessary repairs upon the school building, these being mainly required by the fact that the cupola of the building, originally too large, had caused the foundations to settle, thus becoming absolutely dangerous. During the last summer vacation the ceiling and cornice of the main school-room were removed, the attic flooring and the supports of the roof were strengthened, a new ceiling and cornice were made, and the walls were tinted. The whole upper section of the cupola was removed and a smaller section was substituted.

The summary of the bills for this work was as follows: —

George Hayward, carpenter work,	$982 42
S. L. Washburn & Co., mason work,	292 22
Braman Brothers, painting,	225 36
Total,	$1,500 00

All of this has been accounted for by bills and receipts presented to the building committee and State auditor.

The school building was painted on the outside in June, 1876. Parts of it are now nearly bare, and the whole outside will need painting during the next summer to keep it in proper condition. An appropriation of $800 will be needed for this purpose. There should also be an appropriation of $200 for additional furniture, made necessary by the enlargement of the building two years ago, and for some additional cases for the specimens in natural history which are now greatly crowded, and therefore ill-arranged; — making $1,000 in all.

Respectfully submitted,

THOS. WENTWORTH HIGGINSON,
Visitor.

STATE NORMAL SCHOOL, FRAMINGHAM.

Miss Ellen Hyde, *Principal.*

The school at Framingham has been in good condition during the past year, and has done its work steadily and quietly, with excellent results. The principal was absent during the first three weeks of September, 1881, and the school was organized and managed for that time by Miss Davis. Miss Montgomery, who had been for several years a teacher in the St. Johnsbury Academy, began her work as teacher of English and history, and has given growing satisfaction in that department. There were no other changes among the teachers during the year. At its close Miss Wight resigned, and will take a year for study and rest. She had been connected with the school for five years, and had endeared herself to all by her faithful work and thoughtful kindness. Her successor, Miss A. M. Kittredge, has had a long experience in teaching, and opportunities for study and observation abroad as well as at home. All the other teachers have been for some years in the school, and are mature and earnest women, well qualified for their work. It gives the Visitors great pleasure to bear testimony once more to their ability and devotion.

Some changes have been made in the division of work. Chief among these is the change in Miss Ellen Williams's position. Heretofore she has been at the head of the grammar department in the model school, teaching there some hours each day. At the opening of the school in September, 1882, she was relieved of the duty of teaching, and was made supervisor and critic of the teaching work of the Normal scholars. A small additional appropriation by the school board of Framingham made it possible to employ an experienced teacher for the grammar department. Thus that school was not allowed to suffer from the change, which is proving of even greater value and importance than was expected. The practice-work is under much more close and careful inspection than was possible before, and this great gain has not been off-set by any loss. The model school under Miss Williams's care has become a flourishing and popular school, all of whose graduates, without exception, have taken a first rank in the high schools to which they have been admitted, in Marlborough, Southborough and Framingham, and have taken excellent rank in the Boys' Latin School and the Prince School of Boston. And this not because they were selected scholars for our school. They were not better, probably, than the average; but under our care they have been admirably trained in the use of their faculties, and school work has been made plain and pleasant to them, in spite of the fact that the course is not exceptionally easy, and is exceedingly thorough. In this connection it is proper to speak again of the need of better accommodations for this model school. At present it is crowded, and the rooms that can be spared for it are far from suitable. It would, we think, be a wise use of money for the State to build a small and plain school-house on its own land, near to the present school building. It is quite possible that the town of Framingham, instigated by those of its citizens who have known personally of the value of the school and the need of better rooms for it, might give a part of the money needed. The greatest value of the school is, of course, to the Normal scholars; but the town reaps a steady and very great advantage from it, and this fact is constantly more and more recognized. The seventy children now under our charge might readily, if we had proper accommodation, be increased to one hundred, who would stay with us through the whole course, and thus furnish every grade of primary and grammar work for the practice of the Normal classes.

The class entering the Normal School in February was the largest mid-year class for several years. Its quality was very good, and the same may be said of the quality of the September class. The young ladies were better prepared than the average of our pupils. But there is great room for improvement in this respect, although a decided gain has been made in the last few years. Much time and effort, that ought to be available for professional study and practice, are still expended in reviewing and strengthening elementary work. The spirit of the young ladies has been of the best. They have been faithful and earnest in their work, and right in their relations with the teachers and with one another. They have done their part toward making the school a delightful one to visit.

The reports of former graduates continue to be good. So far as heard from they are giving satisfaction in their various positions. The demand upon us for teachers is always greater than we can supply.

During the year, in addition to short addresses from Dr. Miner and Mr. Dickinson of the Board of Education and from the Superintendent of Education at Ottawa, Canada, we have been favored with lectures from Mr. Marshall on Colorado (with illustrations); Mrs. Leavitt on Temperance; Rev. L. R. Eastman, Jr., on early American literature; Professor W. P. Atkinson on teaching history (two), and on "Hobbies." At the close of the winter term, Mr. J. T. Prince, Superintentendent of Schools of Watertown, gave an address on "Where, what and how to teach."

During the year we have received gifts of a bust of Shakespeare and photographs and valuable books from the income of the Todd fund, and from the graduating classes and other friends.

In April, the entire school attended the meeting of the Middlesex County Teachers' Association, in Boston. The advanced classes spent a day in the Art Museum, with Miss Montgomery.

The money appropriated by the last legislature for repairs has done a much-needed work in the way of painting and other improvements.

The problem of drainage is still unsolved, and presses upon us for action. Officers of the State Board of Health have given it their study, and all agree in thinking it needful to make some radical change without more loss of time. We desire to present plans for the work to the proper legislative committee, and shall ask for an appropriation to carry them out as early in the next year as the weather shall permit.

We shall ask, also, for a small appropriation for an increased water-supply. When the well was dug — some years ago — it was expected that it would be filled by a connection with Sudbury River. As it proves, there is no such connection, and the well is daily pumped dry. It is now thought advisable, to lay pipes from the river, about three hundred feet, and filter the water before it enters the well. We are favorably situated for an ample water-supply, and believe that this plan for getting it will commend itself to those who may examine its merits.

STATISTICS 1881-82.

Number of pupils admitted: —

September, 1881,	30	
February, 1882,	14	
	—	44

Number of graduates: —

June,	13	
January,	7	
	—	20
Whole number of pupils during year,		84

Average age of pupils admitted: —

September, 1881,	19.15 years.
February, 1882,	19.09 "

Residence of pupils: —

Massachusetts:		
Middlesex County,	29	
Worcester County,	19	
Norfolk County,	10	
Essex County,	1	
Barnstable County,	1	
Suffolk County,	2	
Nantucket County,	1	
Bristol County,	1	
Franklin County,	1	
	—	65
New Hampshire,		7
Connecticut,		1
Maine,		5
Michigan,		1
New Jersey,		2
Pennsylvania,		1
New York,		1
Vermont,		1
		84

Occupations of parents: —

Farmers,	29
Mechanics,	24
Real-estate brokers,	2
Lawyer,	1
Clergymen,	3
Butcher,	1

Occupations of parents: —

Collector,	1
Merchants,	9
Bookkeepers,	2
Sea-captains,	2
Clerks,	3
Physicians,	2
Saloon-keeper,	1
Manufacturers,	3
Insurance agents,	1
	— 84

Of the graduates, 1 has changed her residence, and has not been heard from; 3 have returned to school to take the advanced course; 16 are teaching (with the possible exception of one who gave up her school on account of death in her family, and may not have returned); 1 is teaching in the Normal and Agricultural Institute at Hampton, Va.; 1 in a high school. The remainder in the common schools of every class, both graded and ungraded.

The graduate at Hampton Institute has the oversight of the Indian boys, teaching three hours a day in the highest class, nursing them when sick, and doing all she can do to civilize them. She lives in the house known as the wigwam.

ABBY W. MAY,
A. A. MINER,
Visitors.

STATE NORMAL SCHOOL, SALEM.

Daniel B. Hagar, Ph. D., *Principal.*

This school has been under the direction of its present principal for more than seventeen years. The whole number of pupils that have been brought under his instruction during this term of years is about sixteen hundred. Several others of the present corps of teachers have been engaged in the school during the whole or a large part of this period. All of them have wrought together with uninterrupted harmony and continued zeal; and the results of their work have been in a high degree creditable to themselves, and beneficial to the State, whom they have thus served.

No change took place upon the board of instruction during the year covered by this report. But it is understood that the very valuable services of Mr. Osbun, who has been engaged in the departments of physics and chemistry, cannot be retained beyond the end of the school year now in progress.

The health of the pupils has been remarkably good; few cases of serious illness having occurred. It is proper to observe that this very important subject is made a mattter of diligent and systematic watchfulness. Each one of the pupils is specially assigned to the charge of some one of the lady teachers, to whom she is expected to report in case of illness, or in case the school work is found too hard. And the principal himself holds the subject constantly in mind; and while it is not easy to lay out the work of a large school in such a manner that it shall bear injuriously upon no one, and while it is not to be supposed that the sanitary appointments of this school are in all respects perfect, it may yet be said with much confidence that we have here abundant signs of continual, kindly and intelligent oversight, and with corresponding encouraging and hopeful results.

An interesting experiment in industrial education has been in progress in this school since the opening of the present year. A proposition was made by Miss Marion Howe, through the agency of Mr. L. W. Marvel, to furnish a portion of the pupils of the school with certain carpenter's tools, and to provide instruction with regard to their use, for the present year. All the members of the senior class — the matter having been brought before them by the principal — volunteered to make trial of an exercise with these tools, outside the hours for regular school work. An hour in each week has been spent in this manner, under the direction of Mr. Dow, who formerly had charge of the industrial school at Gloucester. Thus far the young ladies have learned to drive nails, to measure spaces, and to handle the saw, the square and the plane. It is believed that they are learning to do these things well; and they greatly enjoy the occupation. They find exercise in pleasing and wholesome variety, for both the body and the mind. They appear not to be hindered, but rather assisted and furthered with respect to their regular studies. The skill they are thus gaining will be of service to them as teachers, in handling and also in repairing, and even in making the apparatus they may use in schools; and it will be of practical advantage to them upon many other occasions in life.

The principal is greatly pleased with the experiment as thus far made. He is of the opinion that he should not wish the exercise discontinued even if it were necessary, as hitherto it has not been, to take the hour it requires from the regular work of the school. It is suggested that should the results continue to be equally satisfactory throughout the year, it might be desirable for the State to make provision for further instruction in this direction.

Touching the general subject of industrial or manual education, toward which much thoughtful attention is now directed, and to which there has been occasion thus to refer in this Report, it may now only be observed that practice to a certain extent in the use of tools stands in the relation of reciprocal helpfulness with the study and practice of drawing; and that such exercise with tools appears to be capable also, as drawing is, of being brought easily into adjustment with the other and ordinary processes of mental education. And finally, that as the aim of the mental training afforded in our schools is not primarily to give fitness of mind for any one occupation in life, but capacity in general for all occupations, so the aim of any such system of manual or bodily training for industrial purposes must not be toward fitness of the hand or the eye for any one trade or handicraft, but toward a certain measure of aptitude in general for all trades, industries, and occupations.

The statistics of the school are as follows: —

1. The whole number of pupils belonging to the school during the year was 239.

Of this number, Essex County sent 133; Middlesex, 54; Suffolk, 12; Norfolk and Worcester, 2 each; Barnstable, Bristol, Franklin and Plymouth, 1 each. The State of Maine sent 7; New Hampshire, 16; Vermont, 3; New York, 1; Ohio, 1; South Carolina, 1; Texas, 1; Wisconsin, 1; Washington Territory, 1.

The number present during the term which closed Jan. 24, 1882, was 206; the number present during the term which closed June 27, 1882, was 189.

The whole number of pupils that have been members of the school since its opening in September, 1854, is 2,634.

2. The number graduated from the regular course Jan. 24, 1882, was 27; the number graduated from the same course June 27, 1882, was 38; and from the advanced course, 3.

The whole number of graduates of the school (54 classes) is 1,269.

Certificates for teaching drawing in grammar schools were awarded Jan. 24, 1882, to 20; and to 33 June 27, 1882.

3. The number that entered the school Sept. 6, 1881, was 46; the number that entered Feb. 7, 1882, was 28.

4. The average age of the class admitted Sept. 6, 1881, was 18.8+ years; of the class admitted Feb. 7, 1882, 17.8+ years.

Of the 46 pupils admitted to this school in September, 1881, 28 came from high schools (14 graduates, 14 undergraduates); 13 came from grammar schools, 3 from academies, 1 from a district school, and one from a private school.

Of the 28 pupils admitted in February 1882, 15 came from high schools (4 graduates, 11 undergraduates), 6 from grammar schools, 3 from district schools, 2 from private schools, and 2 from academies.

Of the 75 pupils who were admitted in September, 1882, 50 came from high schools (35 graduates, 15 undergraduates), 18 from grammar schools, 4 from academies, 1 from a district school, and 1 from an academy.

5. The fathers of the pupils admitted during the year are by occupation as follows: Farmers, 21; manufacturers, 17; mechanics, 13; traders, 6; agents, 4; miscellaneous, 13.

6. The number that received State aid during the term ending Jan 24, 1882, was 36; during term ending June 27, 1882, was 33. The whole number of different pupils that received State aid was 50.

7. The number that received aid from the Bowditch Fund during the

first term was 40; during the second term, 26. The number of different pupils thus aided was 46.

8. Of the class admitted September, 1881, 10 had taught school; of the class admitted February, 1882, 10 had taught.

9. The number of pupils connected with each of the classes during the first term of the year was as follows: Special students, 3; advanced class, 13; Class A (senior), 40; Class B, 58; Class C, 42; Class D, 50.

The number during the second term: Special students, 3; advanced class, 13; Class A, 52; Class B, 42; Class C, 46; Class D, 33.

10. Of the 74 pupils admitted during the year, Lynn and Salem sent 7 each; Lowell, 6; Haverhill, 3; Andover, Danvers, Malden, Revere, and Wakefield, 2 each; Annisquam, Arlington, Bernardston, Beverly, Boston, Chelsea, Danversport, East Saugus, East Weymouth, Essex, Lawrence, Marblehead, Melrose, Methuen, Middleton, Montvale, North Reading, Stoneham, West Lynn, West Peabody, Wilmington, and Winchester, 1 each. The State of Maine sent 5; New Hampshire, 9; Vermont, 3; South Carolina, 1, and Washington Territory, 1.

During the year twenty-three books were added to the general library by purchase, and thirty-seven by gift.

The text-book library was increased by the purchase of two hundred and fifty-one books.

Eight lectures were given during the year by Prof. Edward S. Morse of Salem, upon "Japan"; Mrs. Leavitt, of Boston, gave an address upon the subject of "Temperance in the Public Schools"; and Prof. Selah Howell, of Watertown, a lecture upon "The English Language."

It has continued to be true, for a long period of years, that nearly all the young ladies who have been connected with this institution find employment, upon leaving it, in the public schools. And there is every reason to be assured that the Commonwealth receives in the work they do its ample returns for all the expenditure that is made.

JOHN W. DICKINSON,
CHAS. B. RICE,
FRANCIS A. WALKER,
Visitors.

STATE NORMAL SCHOOL, WESTFIELD.

JOSEPH G. SCOTT, *Principal.*

The Visitors of the Westfield Normal School submit to the Board the following report: —

During the past year the diligence, the earnestness, and the high aims that have so long characterized the pupils of this school, have suffered no abatement. The teachers have been no less devoted and efficient than heretofore, and have labored unitedly and harmoniously in their work. There have been no cases of serious sickness among the pupils, and of trifling illness there has been comparatively little. The result has been a year not only of general prosperity, but of steady and healthy growth.

As will be seen in the statistical part of the report, there has been a considerable increase in the number of pupils. From present indications the number for the current school-year will considerably exceed the number in the year covered by this report.

At the end of the year, Mr. True, in pursuance of a long-cherished purpose, resigned the important position of classical teacher, which he had ably filled for seven years. By his sound scholarship, his thorough teaching, his excellent judgment, his unruffled temper, and his kindly sympathy, he won a rare place in the hearts of all his pupils and associate teachers.

Mr. E. T. Merrill, the successor of Mr. True, a graduate of Wesleyan University, and a young man of rare scholarship, enters upon his work with great enthusiasm, and bids fair to make good the loss which the school sustained by the resignation of Mr. True.

Mr. Barrows left at the end of the year for which he was engaged, and was succeeded in the department of natural sciences by Mr. F. W. Staebner, who began his work five weeks after the opening of the term, but has already proved himself to be an able, faithful and efficient teacher.

No other change has taken place the last year in the corps of teachers.

An arrangement between the Normal School and the School of Observation, one of the public schools in Westfield, has existed for several years, by which the principal of the Normal School has nominated the teachers, but has had no absolute control over the course of study pursued in the School of Observation.

The pupils of the Normal School have had the privilege, which they have liberally exercised, of visiting this school at any time during school hours, observing the methods of study and aiding in the work of teaching, under the supervision and control of the regular teachers. During this arrangement the relations of the teachers of these schools have always, in all respects, been entirely agreeable and harmonious, and the arrangement has been a valuable aid to the pupils of the Normal School in furnishing a well-taught and well-managed public school in which they could see put into practical operation the principles and methods of teaching taught in the Normal School.

As a consideration for these privileges, the State has made an annual appropriation of $400 to $500, which has been applied by the principal of the Normal School towards paying the salaries of the teachers of the School of Observation.

This arrangement between these schools was sundered by the town school committee near the end of the year, without any action in that direction by the town, without any agitation or discussion of the subject, and without any fault on the part of the Normal School or any of its teachers, so far as we can learn.

If the separation of these schools is to be permanent, it will become an important matter for the consideration of the Board, whether some other provision should not be made by which the pupils of the Normal School could frequently, not only observe, but take part in the management and instruction of a school of children. The school most to be desired is one of various grades, composed of children of different ages and capacities, and largely, if not entirely, under the control of the Normal School. A sufficient number of children, voluntarily furnished by their parents or guardians, could undoubtedly be had to establish such a school, if deemed advisable. A small school of this kind could be provided for in the Normal School building at a small outlay for desks and chairs. This plan would render necessary an additional teacher, but the sum required for that purpose would not greatly exceed the amount heretofore appropriated for the School of Observation.

The fence about the school grounds is dilapidated beyond repair. The situation of the premises makes a fence highly desirable, if not absolutely essential, to any proper care of the premises. The stone posts and the braces are as good as ever, and ample for a new fence, but the rest of the present fence should be replaced by a new and suitable structure. The roof of the Normal School building is leaky, and needs re-shingling at once. It will probably be found that the framework of the dome needs re-painting.

It would be wise economy to build an ice-house for the use of the boarding hall. The cost would be small, the gain in convenience, and the saving in annual expenditure, considerable.

We trust that a suitable appropriation will be made by the legislature for these objects.

The libraries have been considerably enlarged during the year, and the cabinets have received some additions.

The school is under obligations to Mr. H. H. Rusby of Franklin, N. J., Miss Miriam Russell of Assam, India, and Mr. Jacob Loomis of Jeffersonville, Ind., for valuable donations.

The school has been addressed during the year as follows : — Anniversary Address, by Prof. W. P. Atkinson of Boston; other addresses by the Secretary of the Board of Education, the agents of the Board, Walter Smith of Boston, Daniel Batchellor of Boston, and T. F. Seward of New York. Prof. R. G. Hibbard of Middletown, Conn., also gave the school a most enjoyable hour of readings.

The statistics for the year are as follows : —

Members.

Ladies,	120
Gentlemen,	16
Total,	136

Representing 133 families, 56 towns and cities, 7 States, the District of Columbia, and the Province of Nova Scotia. The District of Columbia furnished 1; Nova Scotia, 1; Vermont, 2; New Hampshire, 3; Connecticut, 7; New York, 4; New Jersey, 1; Pennsylvania, 1. Of those from Massachusetts, Hampden County sent 64; Hampshire, 12; Berkshire, 15; Franklin, 10; Worcester, 6; Essex, 5; Middlesex, 3; Barnstable, 1.

Graduates.

January, 1882: —		
Ladies,	6	
Gentlemen,	1	
Total,	—	7
June, 1882: —		
Ladies,	19	
Gentlemen,	3	
Total,	—	22
Whole number: —		
Ladies,	25	
Gentlemen,	4	
Total,	—	29

Entering Class.

August, 1881: —		
Ladies,	39	
Gentlemen,	4	
Total,	—	43
February, 1882: —		
Ladies,	23	
Gentlemen,	0	
Total,	—	23
Whole number: —		
Ladies,	62	
Gentlemen,	4	
Total,	—	66

Average age of those admitted, ... 19 years 3 months.

Recipients of State Aid.

January, 1882: —		
Ladies,	22	
Gentlemen,	5	
Total,	—	27
June, 1882: —		
Ladies,	25	
Gentlemen,	9	
Total,	—	34

Occupations of Parents of those Admitted.

Farmers,	21
Mechanics,	8
Storekeepers and merchants,	12
Professional men,	9
Manufacturers,	4
Civil engineers.	3
Agents,	2
Unclassified,	7

Of the graduates for the year following that covered by the last report, one has failed to teach through physical inability, and from one no report has been received. All the others have taught in this Commonwealth, with the exception of one who has paid her tuition, in nearly every case with satisfaction to their employers.

One is reported as a decided failure in *governing;* another as "lacking tact in governing," but as "by no means a failure." With these exceptions, the reports received have been highly encouraging. A few examples must suffice: —

"She kept order without governing, — probably never used a really harsh word in a term."

"She is an *organizer.* Her order of exercises was a model, — the only one I ever thought of copying for exhibition."

"What we like about the Westfield teachers is, they come prepared to go to work; they do not have to take *our* time to learn their business."

Misses A. and B. "are doing very excellent work, giving fresh proof of the utility of normal training."

"A careful, earnest, hard-working, and conscientious teacher."

"I am pleased with their work, especially because they seem to do intelligent teaching, and because they evidently endeavor to know not only what they are to teach, but also the clearest way of presenting it."

"The most thorough, the most accurate, and the slowest teacher I ever knew."

M. B. WHITNEY,
A. P. STONE,
Visitors.

WESTFIELD, Dec. 6, 1882.

STATE NORMAL SCHOOL, WORCESTER.

E. Harlow Russell, *Principal.*

The Visitors have little that is new to report concerning this school. It is doing, faithfully and well, the work marked out for it by the Board of Education. Its staff of instructors, well known to a wide circle for their intelligence and skill, remain at their posts and perform their duties. The results of their labors appear in the widening and strengthening of the influence of the school through the number of superior teachers it has prepared and sent to their work in the community. The demand for its graduates, which has for years exceeded the supply, increases steadily, having been greater during the past year than ever before.

The location of this school, in the midst of a thickly populated part of the State, gives it every opportunity to increase the number of its pupils by relaxing the conditions of admission and graduation. It has, however, preferred quality to numbers, and has steadfastly maintained a high standard, thereby keeping its membership at a moderate figure. By a high standard is meant, not simply technical scholarship, nor yet a mere rote-acquaintance with theories of education, but rather the broader preparation for teaching, which includes good health, good character, good sense, some real acquaintance with literature, and especially the ability to use the English language with facility and force.

Added to this, the candidate for a diploma must show beyond question, and in the school-room, considerable teaching power. Proved ability to teach well, whether that ability be chiefly native or chiefly acquired, counts for more in the list of qualifications, than any amount of mere knowledge, however extensive or minute, of how teaching ought to be done. It is assumed that Normal Schools are supported in order that their students may learn how to teach, and also (what is by no means always the same thing) may learn to teach. Your Visitors were gratified to notice that, at a recent convention of the Worcester County Teachers' Association held in Leominster, among the teachers who by invitation presented papers upon educational topics, were six graduates of this school, and that their brief and thoughtful essays related strictly to the work of the school-room, detailing methods of primary instruction and management and their results. These papers have been requested for publication and will appear in a prominent school journal published in Boston.

In this connection it may be stated that it is proposed to invite the graduates of this school, who have been teaching for three years and upwards in responsible positions, to read before the school, at stated intervals, short papers giving accounts of their experiences as teachers; the purpose being to recognize the success of graduates and at the same time to give to the undergraduates better acquaintance with the means by which such success is achieved.

To one who looks at the Normal School from the stand-point of the people, it is interesting to notice the numbers, who, through the opportunity it affords, become self-supporting members of society.

This is of course incidental to the main purpose of the school; but it is not out of harmony with that purpose, and is an important item in the good accomplished by these institutions. The Normal School helps those who are willing to help themselves. Its students come almost exclusively from the industrial classes. Their training here completes the work of the high school, gathers it into a focus and gives it a practical aim, rendering it useful alike to its possessor and to the community.

Ninety-three (93) per cent. of the graduates of last year (1881) are now engaged in teaching, all but one in the public schools of this Commonwealth; and the testimony of the school committees and superintendents under whom they serve, is that they are, almost without exceptions, efficient and acceptable teachers.

Addresses of much interest and value have been given before the school during the year as follows:

The anniversary address by the Hon. J. W. Patterson, LL.D. of New Hampshire; "New England wild-flowers in

May" by Mr. Henry D. Minot of Boston; "Curious and typical shells," by Professor Francis G. Sanborn of Andover; "Our mother tongue," by Selah Howell, Esq., of Boston; "What shall we teach," by Professor William P. Atkinson of Boston; "Music in the primary school," by Miss Alice E. Meriam of Worcester.

STATISTICS.

1. Number of pupils belonging to the school during the year 1882: —

Gentlemen,	8	
Ladies,	175	
Total,	——	183

2. Number in entering classes: —

In February (all ladies),	26	
In September (all ladies),	24	
Total,	—	50

3. Number in graduating class: —

In January (all ladies),	17	
In June: —		
Gentlemen,	2	
Ladies,	14	
Total,	—	16
Total for the year,	33	

4. Of pupils admitted there were: —

From Franklin County,	1	
Worcester County,	44	
New Hampshire,	1	
Vermont,	4	
Total,	—	50

5. Average age of pupils admitted: —

In February,	19 years 8 months.
In September,	18 years 1 month.

6. Occupation of pupils' parents: —

Banker,	1
Clergymen,	2
Clerks,	3
Collector,	1
Contractor,	1
Cook,	1
Farmers,	13
Laborers,	2
Mechanics,	17

6. Occupation of pupils' parents: —

Merchants,	2	
Physicians,	4	
Undertaker,	1	
Unknown,	2	
Total,	—	50

7. Number receiving "State aid": —

First term,	15	
Second term,	8	
Total,	—	23

8. Additions to the Library: —

Text-books,	265 vols.
Reference-books,	84 "
Total,	349 vols.

9. Number of volumes now in the library: —

Text-books,	3,250 "
Reference-books,	1,644 "
Total,	4,894 "

E. B. STODDARD,
A. P. STONE,
Visitors.

WORCESTER, Dec. 6, 1882.

MASSACHUSETTS NORMAL ART SCHOOL,

BOSTON.

OTTO FUCHS, *Acting Principal.*

The Visitors of the Normal Art School respectfully submit their Ninth Annual Report, covering the year ending June 30, 1882.

Early in March last the school sustained the loss of a valued teacher in the resignation of Mr. Arthur C. Patten. He was one of the ablest and most promising of the graduates of the school, and was employed in Class D. His health, long precarious, was rapidly declining. Having found a brief residence in Colorado at a former time profitable to him, he hoped by again resorting thither to re-establish his health and remain, if need be, in that region. Those of his friends who shared that hope were doomed to disappointment. A rapid decline compelled his return home in early summer, where he died at the beginning of August. He was the very soul of honor, and his uprightness of character, strong love of justice, and genial disposition secured to him the admiration and sympathy, not alone of the Visitors and teachers, but also of the pupils of the school.

Notwithstanding the protracted interruption of the labors of the teachers by the legislative inquiry of last winter, the work of the school year for 1881–82 compared favorably with that of any former year. If in any particular it fell short of previous attainments, which is at least doubtful, in others it surpassed the results of former efforts. This was due to the faithful and persistent labors of the able body of teachers.

At the opening of the year 1882–83, some changes were made in the corps of instructors. Mr. Walter Smith's connection with the school as principal was terminated by vote of the Board of Education, and the responsibilities of the principalship were devolved on Mr. Otto Fuchs, as acting principal.

His high attainments and long experience in the Naval School at Annapolis, as a teacher, and his many years of professional service in one of our largest steamship-building houses, as naval constructor, as well as his long connection with the school, enable him to discharge those responsibilities with gratifying success.

Mr Albert H. Munsell, a graduate of the school and a young man of fine promise, was made teacher of Class D in place of Mr. Patten, above mentioned. He also continues his duties as teacher of perspective and anatomy in Class B. In the work of these several departments he is fully meeting the expectations of the Visitors. This added duty made necessary his resignation of the Curatorship, which he had administered to the manifest improvement of the order and efficiency of the school, so far as this was dependent upon that office. Miss Emma F. Locke, a graduate of the school in 1880, was called to the Curatorship, and is discharging the duties to entire acceptance.

The responsibilities of the remaining teachers of the school are substantially unchanged. Miss R. L. Hoyt continues in charge of the water-color department, conducting it with her long recognized ability and success. In the department of oil-painting, Miss Mercy A. Bailey is exhibiting much power and tact, and is proving a very satisfactory teacher. Mr. Walter F. Brackett is administering his department with entire faithfulness, and his success is fully recognized. Mr. George H. Bartlett, one of the most accomplished artists in the country in his specialties, continues to do a master's work. Mr. Charles M. Carter delivers Normal lectures, both in the school and in the Normal institutes, under the direction of the Board of Education. In addition to this, he visits and assists the teachers in drawing, by lectures and otherwise, in such portions of the State as may demand his services. Of the work of the school as a whole, it is proper to remark, that it promises to be an advance upon the preceding years.

Under the present administration of the school there have been several marked improvements. The entrance of pupils at the opening of the year was more prompt than usual, and a like improvement in reference to the observance of the school hours and regularity of attendance has been secured. There is withal an excellent tone of feeling between teachers and pupils throughout the school.

The acting principal reports the return at the opening of the current year of a full average number of former pupils of the school, and that the school itself is in a "most healthy and satisfactory condition, teachers and students alike carrying on their work with industry and enthusiasm, all feeling that they are engaged in a field of labor which is increasing in importance every day." The report discusses with ability the significance and relation of drawing to technical education, the bearing of the mobility and commercial enterprise of our people upon the distribution of the benefits of the school throughout the State, and the manner in which, in some measure, it supplies the loss of the apprentice system formerly prevailing in our country.

The Visitors congratulate the school on the marked improvement in the sanitary condition of the school building, as also shown in the report, and on the construction, at the expense of the proprietors, of an ample and satisfactory fire-escape.

In submitting his report on drawing in the public schools of the State, Mr. Carter calls attention to the steps the legislature has taken in reference thereto, and to other measures for the promotion of the same object. Drawing has been made a branch of the common-school studies. The establishment of free evening drawing schools is required in all towns of over ten thousand inhabitants. The Normal Art School is supported as a means of training teachers for the service thus required. And finally to facilitate the carrying out of these measures, and to establish a more intimate relation between the Normal Art School and the public schools, one of the teachers of the Normal Art School is detailed to attend teachers' institutes and teachers' conventions, addressing them on the methods of teaching drawing, and to visit such cities and towns as may desire his services, counselling committees and teachers in the furtherance of the ends required by law.

On these various points his report is encouraging. The work of Normal instruction in the school, necessarily crude and unsatisfactory in the earlier years of the school, is becoming far more systematic and thorough. In addition to the labors of the Normal lecturer, the teachers of the school generally are illustrating the best methods in their own daily work. The excellent Secretary of the Board of Education has made from time to time some important suggestions in relation to this subject. It is, perhaps, an open question whether the time of the Normal lecturer in the school itself should not be increased.

In his lectures to teachers' institutes, arranged under the authority of the Board of Education, and to voluntary associations and conventions of teachers, he has great facilities for furthering the study of drawing, as required by the laws of the State.

In respect to the interest in drawing in the public schools of the Commonwealth, the report shows that there remains much to be desired. The subject is novel to them. The methods of work, how to begin and how to go on, are little understood. In two instances large towns decline absolutely to take any steps to comply with the requisitions of the law. In a few others visits to the several members of the school boards were necessary before teachers could be assembled, and the steps requisite to a successful inauguration of the work could be taken. But in the great majority of instances the lecturer was cordially welcomed, and his counsel eagerly sought. In this way thirty-six cities and towns were visited during the school year of 1881–82; in some of which a single address was given; in others from four to six addresses.

It will be remembered that the lease of the premises now occupied by the school expires July 1, 1883. It will be necessary to make provision for the accommodation of the school from and after that date. Of the possible methods open to us by legislative authority, it may be sufficient to mention three. We may move in the procuring of a new building on the land set apart therefor by the State, seeking an extension also of the time within which the work must be accomplished (April 1, 1883), and during that time remaining tenants where we are. Or we may renew the lease of the present premises. Or, finally, we may exchange the land at the corner of Newbury and Exeter streets, appropriated by the State for the site of a building, for the present premises; thereby saving to the State from four to five thousand dollars a year. The first of these, if practicable, would be the best.

Whole number in attendance during the past year:

Ladies,	139	
Gentlemen,	32	
Total,		171

Boston furnishes	98	
Fifteen other cities and towns from 2 to 8 each,	46	
Twenty-one others 1 each,	21	
Illinois, 2; Michigan, Minnesota, Ohio, and Iowa, 1 each,	6	
Total,		171

Number in the entering class of the year:

Ladies,	71	
Gentlemen,	15	
Total,		86

Average age of entering class:

Ladies,	21 yrs. 7 mos.
Gentlemen,	21 yrs.
General average,	21 yrs. 3 mos.
Number of graduates,	1
Number who obtained certificates,	55

Certificate A,	Ladies, 20;	Gentlemen, 6.	Total, 26.
Certificate B,	Ladies, 12;	Gentlemen, 5.	Total, 17.
Certificate C,	Ladies, 1;	Gentlemen, 5.	Total, 6.
Certificate D,	Ladies, 3;	Gentlemen, 3.	Total, 6.
Total,	36	19	55

Respectfully submitted,

A. A. MINER,
CHAS. B. RICE,
E. B. STODDARD,
ABBY W. MAY,
T. W. HIGGINSON,
F. A. WALKER,
Visitors.

BOSTON, Dec. 7, 1882.

FORTY-SIXTH ANNUAL REPORT

OF THE

SECRETARY OF THE BOARD.

SECRETARY'S REPORT.

To the Board of Education.

I respectfully present herewith the Forty-sixth Annual Report of the Secretary.

Summary of Statistics for 1881–82.

Number of cities and towns: cities, 21; towns, 325.
All have made the annual returns required by law.

Number of public schools,		6,090
Increase for the year,	89	
Number of persons in the State between the ages of 5 and 15, May 1, 1881,		321,377
Increase for the year,	8,697	
Number of pupils of all ages in all the public schools during the year,		330,421
Increase for the year,	5,182	
Average membership of pupils in all the public schools for the year,		265,442
Increase for the year,	3,411	
Average attendance in all the public schools during the year,		235,739
Increase for the year,	2,631	
Per cent. of attendance, based upon the average membership,		.8989
Number of children under 5 years of age attending the public schools,		1,646
Decrease of	39	
Number of persons over 15 years of age attending the public schools,		23,198
Decrease of	1,146	
Number of towns which report having made the provisions concerning truants required by law,		317
Increase of	36	
Number of persons employed as teachers in the public schools during the year: males, 1,079; females, 7,858; total,		8,937
Number of teachers required by the public schools,		7,571
Number of teachers who have attended Normal schools,		2,416
Number of teachers who have graduated from Normal schools,		2,037

Average wages of male teachers per month in the public schools,		$102 90
Increase,	$17.36	
Average wages of female teachers per month in the public schools,		$34 32
Decrease,	$4.17	
Aggregate of months all the public schools have been kept during the school-year,		54,145–1
Average number of months the public schools have been kept (8 mos. 18 days),		8–18
Number of high schools,		221
Number of teachers in high schools,		605
Number of pupils in high schools,		19,256
Amount of salaries paid to principals of high schools,		$270,005 33
Evening schools: Number, 107, kept in 34 cities and towns. Number of teachers, 451. Whole number of pupils, 11,214: males, 9,207; females, 2,007. Average, 5,915. Number of evenings, 2,668. Expense,		$56,626 12
Amount raised by taxation for support of public schools, including only wages of teachers, fuel, care of fires and school-rooms,		$4,144,722 42
Increase for the year,	$14,008.31	
Expense of supervision of public schools,		$168,196 91
Salaries of superintendents (included in the above),		$63,786 66
Expense of preparing and printing school reports,		$11,918 65
Expense for sundries,— books, stationery, maps, globes, &c.,		$282,083 40
Amount expended in 1881–82 for erecting school-houses,		$580,677 63
Amount expended for alterations and permanent improvements in school-houses,		$262,188 66
Amount expended for ordinary repairs of school-houses,		$138,586 61
Amount of voluntary contributions for public schools,		$5,221 87
Amount of local school-funds, the income of which can be appropriated only for the support of schools and academies,		$2,107,096 75
Income of local funds appropriated to schools and academies,		$112,307 02
Income of funds appropriated for public schools at the option of the towns, as surplus revenue, tax on dogs, etc ,		$218,177 45
Income of State school-fund paid to cities and towns in aid of public schools for the school-year 1881–82,		$69,349 94
Of this amount there was appropriated for apparatus and books of reference,		$3,936 49
Aggregate returned as expended upon public schools alone, exclusive of expense of repairing and erecting school-houses,		$4,899,670 64
Of the above, to each child in the State between 5 and 15 years of age,		$15.24 5
Including in the aggregate above, the expense of repairing and erecting school-houses, the sum is		$5,881,123 54
To each child in the State between the ages of 5 and 15 years,		$18 29–9

Percentage of valuation of 1881 appropriated for public chools, including only wages of teachers, fuel, care of fires and school-rooms (two and fifty-one hundredths mills), .	$\$0.002\frac{51}{100}$
Percentage of valuation of 1881 appropriated for public schools, including all the items in the last aggregate above ($3\frac{1}{2}$ mills), ...	$0.0035
Schools in charitable and reformatory institutions: Number, 14; number of different pupils, 1,002; average number attending during the year, 592; number under five, 36; number over fifteen, 116; number between 5 and 15 remaining July 31, 1882, 490; number of teachers — males, 4; females, 25; wages of male teachers per month, $33.33; females, $24.87; length of school, an average of 11 months and 20 days.	
Number of academies, ...	70
Whole number of students for the year, ...	9,151
Amount of tuition paid, ...	$451,846 02
Number of private schools, ...	339
Whole number attending for the year, ...	20,714
Estimated amount of tuition, ...	$319,657 50

In addition to the amount paid for public schools, Massachusetts expended in 1882: —

For the deaf and dumb, ...	$37,000 00	
blind, ...	30,000 00	
idiotic, ...	17,500 00	
children at Primary School, Monson, .	52,000 00	
boys at Reform School, Westborough, .	32,500 00	
girls at Industrial School, Lancaster, .	14,000 00	
		$183,000 00

THE DEAF AND BLIND.

The deaf and the blind, found in almost every community, belong to the unfortunate class, for whose education the State *must* make special provision. If this were not done, life to many of these persons would be a burden, both to themselves and to the societies in which they live. Special provision must also be made for the confinement, discipline, and instruction of those who, from lack of parental control, or from other adverse influences, are beyond the reach of the common school. The expenditure last year, for the support of charitable and reformatory institutions, was $183,000. For the deaf the State provides homes and instruction at the American Asylum in Hartford, Conn., at the Clarke Institution in Northampton, and at the Horace Mann School in Boston.

THE AMERICAN ASYLUM.

At the asylum the pupils are taught the manual alphabet and the sign-language. Articulation and lip-reading are also taught to a few, — to the semi-mutes, to the semi-deaf, and to some unusually bright persons of total congenital deafness. Articulation is taught to such persons, however, rather as an accomplishment, than as the best means of communication for the deaf.

The course of instruction in this school is intended for six years of study. Many pupils leave before this time has expired, while occasionally a class remains for a longer time. In these years the pupils acquire the ability to read, to write a good hand, to spell with a far greater degree of accuracy than hearing children acquire in our public schools in the same time, to use the English language with facility, and with a tolerable degree of accuracy, — with the exception of idiomatic expressions, — and to solve such arithmetical problems as occur in practical life. The children pursue also the study of geography, history, and English grammar. As a means of communication with their pupils, the teachers use largely the sign-language and writing. The signs are presented in order of thought, and not in the order of the words expressing the thought. On the use of the method the principal in his last report says: —

> "Signs used in the order of words may sometimes serve a good purpose in translating to those who already have a good command of written or spoken language, when the object is to convey the exact form of words, the grammatical constructions having been already mastered and the idioms familiarized. But such a use of signs is contrary to the genius of the sign-language. That requires signs to be used in the natural order of thought. When so used, they convey thought vividly. Change this order, and give the signs in the order of words in the English language, especially with young pupils, and the life is at once taken out of them. To explain the meaning of language, to convey ideas, to awaken thought, to stimulate and train the reasoning powers, signs used in the natural order are invaluable; but when used mechanically, as a means of teaching the order of words in the English language, they are nearly worthless.
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> "How, then, shall the English language be acquired? By practice in the use of it in either or all of the forms of reading it, writing it, spelling it, and speaking it. This practice should always be founded on a carefully devised system of instruction, founded upon grammatical principles, so that the difficulties may be presented one at a time, and not hurled *en masse*

at the pupil. Will this give the toto-congenitally deaf the same freedom in the use of idiomatic English as the same persons would have had, if possessed of all their faculties? No. Nor will this be possible by any means short of the gift of hearing. Without this sense we see no possible way of securing the same amount of practice as with it. Approximations may be reached, but approximations only. The difficulty is a radical one, and lies in conditions imposed by Providence, — conditions which human art or skill can neither remove nor overcome."

Connected with the asylum is a shoe shop, where some of the boys are taught to make and to mend shoes; a cabinet shop, where others learn to make furniture, and where they acquire facility in the use of tools; and a tailor's shop, where others learn how to make their own clothes.

The whole number of pupils in the American Asylum, November 8, 1882, was 186, of whom 73 were from Massachusetts. May 1, 1882, the number from Massachusetts was 64. The entire number from the State during the year was 74.

The number of teachers in the school is 15, of whom two teach articulation. The classes are small, numbering from 8 or 10 to 15 or 18. Drawing is taught by a special teacher.

Clarke Institution.

The Clarke Institution in Northampton was founded by the late John Clarke. This institution has been in successful operation for fifteen years. It is supported partly from funds left it by its founder, and partly from appropriations made by the State. In this school neither the manual alphabet nor the sign-language is used. Articulation, lip-reading, writing and reading, are the means upon which the teachers wholly rely in communicating their instruction. The pupils read the lips of their teachers, and thus understand what is said; and in turn they speak with such distinctness that the teachers can readily understand what is spoken. Great pains is taken to teach the pupils the right use of language, but it is with great difficulty that the deaf children can be taught to use the same word in different senses. On this account they read with much hesitation, even a common newspaper paragraph. The progress is slow at first, as it must necessarily be to those who gain no knowledge through the ear. Still the pupils learn to read, to spell, to write, and to cipher. There are three grades in the school: the Primary, the Grammar, and the High. There have been no pupils in the high course, but the grammar course includes articulation, language, arithmetic (mental and written) through interest, geography, manual of commerce, history of the United States, outline of general history, lessons on general subjects, elements of grammar, of physiology, of zoölogy, of botany, of natural philosophy, and of physical geography and drawing.

They learn to read the lips, not simply of their teachers, but of their friends and employers; and they learn articulation so that they can speak, not with great distinctness or in tones altogether natural, but still so that they can be understood by those conversing with them. Upon this subject the president of the Institution says, in the report just issued: —

> "The world is no longer a lonely place, a sealed book, to these children of the Clarke Institution. By long instruction and by their own diligence and sprightliness of mind, they have either learned, or they will learn, what other children gain from books and school exercises, and, also, what often seems more important to themselves and to their friends, — the power of speech, not by expressive gestures merely, and motions of the face and fingers, but by the utterance and perusal of the lips. If their voices seem strange or imperfect to us, we must remember that the choice was between this broken language and no speech at all, and that the accents which may convey little meaning to us will often give clear expression and the most welcome music to the ear of a mother, a sister, or a friend.
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> "Yet, priceless as the restored gift of speech seems to those who best know how to prize it, and indispensable as we find it for the daily lessons of our school, it is not for this alone, or chiefly, that we value the instruction and discipline of this institution. Articulation is our method, and intelligible speech is one of its results; but we hope to show that the mental training, the persistent study and reading pursued here, give also that more important result of general education from which, until within a hundred years past, the blind and the deaf were almost wholly cut off, and which can only be acquired in its fulness by the use of that wonderful instrument of divine power, — human language. Such merit as our system of instruction possesses is derived from the use we make here of words, and from the fact that our pupils pursue, though with slower steps, the same path which has led the wisest men and the wittiest women to wit and wisdom."

The whole number of pupils at the Clarke Institution during the year ending Sept. 1, 1882, was 91; the average number, 88. The school expenses have been $28,996.90; the other expenses of the year, $6,004.57, including a payment on the debt amounting to $4,683.01, as shown in the Financial Statement on a subsequent page. Of this number seventy-four were from Massachusetts, four from Vermont, three from New York, two from Indiana, and one each from Canada, Maine, New Hampshire, Connecticut, New Jersey, Ohio, Iowa, and Utah. Fourteen of the pupils were semi-mutes, only six of whom could read when they entered school; five were semi-deaf, but only one used connected language. In course of the year, seventeen new pupils, from five to eighteen years of age, entered school. Three of these were semi-mute, and three were semi-deaf. One of the semi-mutes could not read, and two of the semi-deaf had no use of connected language. Of the other eleven, a part were born deaf, and the remainder lost hearing so young that they were virtually congenital mutes. "Visible speech" has been used in all classes.

HORACE MANN SCHOOL.

From the Regulations of the Public Schools of the City of Boston, it appears that "This school was established by the Boston School Committee, in co-operation with the State Board of Education, as a day-school for deaf children, to whom it may be accessible. Any deaf child over five years of age, residing in Boston, not mentally or physically disqualified, is entitled to admission. Children residing out of Boston will be admitted, and will be charged the average cost per pupil for tuition, unless received as State beneficiaries." To be so received, application must be made to the Governor. Blank forms of "application can be obtained at the school, No. 63 Warrenton Street, or at the office of the Secretary of State." "The school is designed to give an elementary English education; but, as a preparation for this, it must first impart to pupils entering as deaf-mutes the meaning and use of ordinary language. It aims to teach all its pupils to speak, and to read the speech of others from their lips." In the report of the committee of this school, made in November last, the statement is made that, —

"More systematic and special attention has been given to that fundamental training of the vocal organs by which proper modulations of voice can be secured. This must naturally be the most difficult part of the problem of giving speech to deaf children, who cannot catch pitch, tone or inflection from the teacher's voice. These qualities must be acquired wholly through the senses of feeling and of sight, and by patient and persistent effort on the part of both teacher and pupil. Improvement in this direction is already evident, particularly in the voices of the younger pupils, who have entered the school since better methods for voice-training have been developed and practised.

"The advancement of the different classes in their regular studies has been satisfactory to the committee in charge. The older classes have made decided progress in both spoken and written language. One class can now appreciate and enjoy any book that would interest hearing pupils of the same age; and other scholars have acquired a sufficient vocabulary to comprehend the language of ordinary text-books and of juveniles, with a little assistance from the teacher.

"Attempts to secure industrial training for the older pupils were alluded to in the last report. The principal has been aided in carrying out such plans by a donation from Prof. A. Graham Bell, who placed at her disposal the sum of two hundred and fifty dollars, to be expended, at her discretion, for the benefit of needy pupils. The tuition of three boys at the School of Mechanic Arts, in the Institute of Technology, has been paid, in whole or in part, from this fund; while the parents of four other boys have paid the entire cost of tuition. These boys took great interest in their work, and their success warrants a return for a second year's training. One is reported as having done unusually well. The fact that many of our pupils have, without preparatory training, found manual employment, on leaving school, encourages us to believe that, with such instruction as is given at the School of Mechanic Arts, deaf boys may be received into ordinary shops as co-workers with their more fortunate brothers.

"It was thought advisable to give to several girls, who had shown much aptitude with the needle in the regular sewing instruction of the school, an opportunity for special instruction in art of needlework, as an added preparation for self-support. Some of these girls have been aided from the donation of Professor Bell."

The number of teachers employed is eight, allowing about ten pupils to a teacher. At the close of the school year, June, 1882, there were eighty-four pupils; fifty-three from Boston, twenty-nine from towns in the vicinity, and two from other States. Seventy-five are now (November) receiving aid from the State.

STATISTICS OF BENEFICIARIES.

American Asylum.

Number of Massachusetts beneficiaries Jan. 1, 1882,	62
" admitted during the year,	17
" discharged during the year,	5
" in the institution Jan. 1, 1883,	74

Clarke Institution.

Number of Massachusetts beneficiaries Jan. 1, 1882,	69
" admitted during the year,	7
" discharged during the year,	8
" in the institution Jan. 1, 1883,	68

Horace Mann School.

Number of Massachusetts beneficiaries Jan. 1, 1882,	73
" admitted during the year,	10
" discharged during the year,	8
" in the institution Jan. 1, 1883,	75

Whole number in all the institutions Jan. 1, 1883,	217

Financial Statement.

Appropriated by chap. 5, Acts of 1882,		$40,000 00

Paid American Asylum.

62 beneficiaries for quarter ending Feb. 28, 1882,	$2,712 50	
66 beneficiaries for quarter ending May 31, 1882,	2,887 50	
64 beneficiaries for quarter ending Aug. 31, 1882,	2,800 00	
72 beneficiaries for quarter ending Nov. 30, 1882,	3,150 00	
Clothing furnished beneficiaries for year ending July 1, 1882,	419 69	
		$11,969 69

Paid Clarke Institution.

70 beneficiaries for quarter ending March 31, 1882,	$3,366 50	
67 beneficiaries for quarter ending June 30, 1882,	3,316 50	
67 beneficiaries for quarter ending Sept. 30, 1882,	3,377 93	
67 beneficiaries for quarter ending Dec. 31, 1882,	3,316 50	
		13,377 43

Paid Horace Mann School.

79 beneficiaries from Feb. 1, to July 1, 1882,	$3,713 17	
74 beneficiaries from Sept. 1, 1882, to Feb. 1, 1883,	3,577 74	
Extra assistants to beneficiaries for the year,	145 00	
		7,435 91
Aggregate amount expended during the year,		$32,783 03

THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND.

More than a year ago an effort was made by the friends of this institution to raise a fund of $100,000 as a "printing fund" for the blind. The response to the call was generous; but, at the time of issuing the report a year ago, the entire amount had not been raised. But, in the report, now made to the public, the director says: —

> "Our appeal met with a prompt and hearty response. The names of new contributors were almost daily added to our list, and some of the noblest families and constant benefactors of the blind, whose modesty screens them from the public ken, sent us the glad and refreshing order to double their original donations of one thousand dollars, and in several instances to multiply them by five. Such a grand use of the rules of arithmetic for the benefit of suffering humanity is not a common occurrence.
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> "The completion of the printing fund is an act of public-spirited beneficence which, we believe, has no parallel in history, and reflects the greatest honor on the munificent liberality of the donors and the organic fabric of the community in which such enterprises are accomplished. The books which will be annually issued will prove not only valuable treasures of enlightment and wisdom, but a perennial source of consolation under an affliction which closes upon its victims the delights and charms of the visible world. They will gladden many a saddened heart, raise many a drooping spirit, and comfort many a joyless dwelling."

Of the instruction he says: —

> "Instruction in most of the common branches has been freed from all typical oppressiveness, and given in a simple and natural way. Various contrivances have at times been resorted to as a relief from monotony, and the fog of dulness has been shut out from the atmosphere of the schoolroom by the charm of novelty and the warmth of ever fresh and unfailing interest. Whenever the objective method was admissible or possible, it has been unhesitatingly adopted and put into practice in preference to any and all others.
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> "Reading by the touch has been taught with the greatest care, and the utmost pains have been taken with the intonation of the voice and the articulation of the throat. The fresh and valuable books recently embossed in our printing office have served as a powerful impetus in this direction, and created an ardent desire among the blind for choice literature adapted to their wants. This craving, fostered and strengthened by every new addition made to our library, has already exercised a salutary influence upon many a sightless child and youth, inciting them to a more frequent use of their fingers, and a desire to drill and train them more perseveringly than heretofore."

Contrasting what is done in other countries for the unfortunate class, with what is done in this, he says: —

"In Great Britain no provision is made by the state in its sovereign character in favor of its crippled and defective children. The budget annually presented by the government, and adopted by the parliament, contains no items of expense either for their education or for their care and maintenance.

"In this country the case is entirely different. The state adheres to broader considerations and higher principles, and its fixed policy is to take care of every disabled or incapacitated citizen, and to provide the means of education for every child within its borders, in view not only of his assumed rights, but also for the protection of the community itself against ignorance as a source of pauperism, and as unfitting men for the duties of citizenship. Thus, public institutions for the poor and the perverse, the halt and the lawless, the idiots and the insane, the deaf and the blind, are established everywhere by legislative enactments, and are supported by funds to which each tax-payer contributes his share.

"This policy is unquestionably the right one. Viewed in the light of social economy, it is just to the sufferers, creditable to the community at large, and admirable in every respect; but, considered in its practical workings, it is not entirely free from grave disadvantages and certain perils. The most serious of these arise from political or partisan interference in the administration of the affairs of public establishments and the control of their interests."

The Institution held its semi-centennial anniversary, in connection with its commencement exercises, in Tremont Temple last June. The trustees, referring to it, say: —

"A very large and cultivated audience, representing the intelligence, benevolence, and wealth of our community, filled the large hall The occasion was one of exceeding interest, and roused feelings of the deepest gratitude in the hearts of all lovers of the cause of humanity. It showed, in a striking manner, the working of the school in its various departments and the marvellous changes effected through its agency in the mental, physical, moral, and social status of the blind.

"Half a century ago this afflicted class were mere objects of pity and charity. They were entirely dependent upon the mercy and sympathy of their fellow men. No day of hopefulness returned to them with the seasons of the year. They were surrounded by 'cloud and enduring dark' The doors of usefulness were closed to them, and the field of industry was an unexplored region for them. Their calamity was so appalling to the eyes of the casual beholders, that no one thought it feasible to turn into their minds the stream of education, and fertilize the soil of their activity by means of enlightenment. Thus the circle of their lives may be likened to a mere pool of stagnant waters, pregnant with the ills of idleness and sorrow, poverty and gloom, unhappiness and neglect."

They also make an appeal for further aid.

"The patronage of our fellow-citizens to this beneficent enterprise is again earnestly solicited, and with the fullest confidence that the mattresses, feather-beds, pew and boat cushions, door-mats, and the rest of the articles manufactured in our workshop, are as good in material and as strong in fabric as the best in the market. They are put at the lowest possible price, and the public are requested to call and examine them without being expected to pay any more than their real value, with no increase of charges for the benefit of the blind who make them. The current of a liberal patronage must float an enterprise which affords to a number of afflicted men and women the means for self-support and comfort."

The following are the statistics furnished by the director: —

"The total number of blind persons connected with the various departments of the establishment, at the beginning of the past year, as pupils, teachers, employees, and work men and women, was 162. There have since been admitted, 29; 26 have been discharged; making the present total number 165. Of these, 145 are in the school proper, and 20 in the workshop for adults.

"The first class includes 129 boys and girls, enrolled as pupils, 12 teachers, and 4 domestics. Of the pupils there are now 108 in attendance, 21 being temporarily absent on account of illness or from various other causes.

"The second class comprises 16 men and 4 women, employed in the industrial department for adults."

INCOME OF MASSACHUSETTS SCHOOL FUND.

Cash on hand January 1, 1882,		$69,349 94
Net income for 1882,		137,465 11
		$206,815 05
Paid cities and towns in 1882,	$69,349 94	
Paid educational expenses in 1882,	68,732 56	138,082 50
Cash on hand Dec. 31, 1882,		$68,732 55
From which there is to be paid cities and towns, one-half of income for 1882,		$68,732 55
The Massachusetts School Fund amounted Jan. 1 1882, to		$2,087,107 01
Amount of fund Dec. 31, 1882,		2,711,263 26

The increase in the fund is due to the exchange of Boston & Albany Railroad stock for bonds of the same corporation at a premium, as per chapter 121 of the Acts of 1882.

Analysis of the Returns.

The public schools for the past year have experienced no marked changes. The returns made by the school committees of the several municipalities of the Commonwealth indicate an advance in many things pertaining to the welfare of the schools. They show an increase of 8,697 in the number of persons between five and fifteen years of age; of 5,182 in the whole number found in the schools; of 3,411 in the average membership; of 2,631 in the average attendance; of 89 in the number of schools; of 36 in the number of towns which have made the provision required by law concerning truants; of $14,008.31 in the amount raised by taxation for the support of schools (including only wages and board of teachers, fuel, care of fires and school-rooms); of $48,104.11 in the amount expended upon public schools, exclusive of expense upon school buildings; and of $104,581.79 in the amount expended inclusive of the expense upon school buildings.

The number of high schools in the State is 221; an increase of six during the year. Whole number of pupils in the high schools, 19,256; an increase of 356. The number of high school teachers is 605, making 10 more than reported last year. The number of towns maintaining high schools is 202; of this number, 69 towns are not required by law to maintain such schools. The fact that so large a number of towns voluntarily support high schools is important. It shows that secondary instruction is in great favor with the people. There are 10 cities and towns supporting more than one high school. The present population of the State is 1,783,086. Of this number, 1,619,636, or over 90 per cent. of our people, are residing in towns maintaining high schools.

Our high schools are deservedly popular. They complete our system of schools, by including in it both elementary and scientific schools. They stimulate the schools below them, by encouraging the pupils to pass through their elementary courses of studies that they may enter the upper schools for scientific study. They furnish an opportunity for all to obtain a good English education, and they prepare all who desire it to enter our superior institutions of instruction. They make it possible for the children to remain at home while they are obtaining that training which produces self-control, and, what is of the utmost importance to a democratic State, they furnish an opportunity for all the children of the State to grow up together during that period of their lives when their habits are formed and their characters are established.

The number of teachers now teaching in the State who have attended our Normal Schools is 2,416, an increase for the year of 180. These teachers are doing much to improve the schools by their superior methods of teaching, and by the marked devotion which they give to their work.

An act passed by the legislature at its last session, to take effect January 1, 1883, will have an important bearing upon the schools in the years to come. The district system, the old district system as it is commonly called, was about sixty years old. During the years of its duration, experience had proved the system to be productive of much evil and but little good. Under its influences many of the school-houses of the towns were poor, the schools taught in them were small, and, of necessity, were short and were provided with poor teachers. The most intelligent friends of the public schools had struggled to free their communities from a system which they felt was opposed alike to harmony and progress, until at the time the legislature of 1882 abolished what was left of it, only thirty-nine towns were suffering from its disturbing effects. The school committees were a unit in their judgments against the continued existence of the system. In accordance with the sentiments of the school committees, and of all intelligent educators, the last legislature with great unanimity abolished the system.

By this wise act it put an end to the existence of an unfortunate law, blotted out an entire chapter of the Public Statutes containing sixty-two sections, and gave to the Commonwealth a town system of public schools. As a result of this action we may confidently expect a more efficient school supervision, better teachers, and longer schools, kept in greatly improved school-houses. We shall expect the schools under the new order of their government will make better returns for the money expended upon them.

The towns are better organized than ever before for securing a perfect attendance upon the schools.

Some towns are greatly troubled with truant children, for whose instruction and discipline they have not yet made adequate provision. This leads me to speak of the necessity of sending all the children of the Commonwealth regularly to well organized schools.

School Attendance.

Human education, taken in its highest and best sense, is such a development of the faculties of men as enables them to exert, in a right manner, all the energy of which they are capable.

The possibility of such a development implies that there may be added to the original faculties the strength and character which give to them the power of attaining the best results. Education in this sense is a good in itself, and is therefore an end. As an end it is to be sought above other things both by individuals and by the State.

There are some, however, who say that education has no tendency in itself to give to the human faculties that divine impulse which leads them to observe the element of right and wrong in moral acts. Others say that education may take hold of one man and remove from his nature all bad habits, and establish in their places both the facility and the inclination to do what ought to be done, but that it may take hold of another and sharpen all his powers for evil. Both these classes find fault with it because it disturbs an appointed order of things by elevating some above their sphere in life; because it creates in some an indisposition to work, and adds to the burdens of society by multiplying paupers and criminals, and because every man has his place in life marked out for him by the caste into which he was born, and any attempt to struggle out of this place into a higher life is doing violence to the laws of nature, which have predetermined the destinies of men.

Such statements may confuse our judgments with reference to the nature of education, but they can never convince us in opposition to the uniform teachings of history, of personal observation and experience, that education, taken in its true sense, has a tendency to produce any other effect than to strengthen and exalt the mind, than to give to man a control over himself, and over those things which contribute to the gratification of his wants.

"Modern statistics prove that wherever education is diffused among the people the ratio of the number of criminals to the whole population diminishes; and in all countries the criminal class is mainly fed by the ignorant class."

Our own personal observations lead us to the same conclusions. We find that the civilization, refinement and good order of every community is in proportion to its intelligence. We find that education everywhere frees the mind from those prejudices which are sure to enslave the ignorant. It makes men more humane. It has a tendency to lift men above the inordinate use of the selfish principle of action, and it enables the citizens of a free State to hold such relations to the government and the laws as to render possible the accomplishment of the end for which States exist.

If we refer to our own personal experience we shall be strengthened in the belief that education is the element which adds to our minds the ability to know themselves, to know the results of conduct before we act, and to control ourselves with reference to our own well-being, and the well-being of others.

Crime and poverty are the inevitable results of ignorance, and of improperly developed faculties. The reasons for this fact are obvious. Ignorance deprives a man of foresight. It prevents him from knowing the results of conduct before they are experienced, and even after they have been experienced, he may not know by what conduct any particular results were produced. Foresight is the guide and the stimulus to the exertion of active power, and just in proportion to the want of it must men be directed and compelled by forces outside themselves. Ignorant men are liable to fall an easy prey to their appetites and passions. Self-control is the product of knowledge and training.

Crime and poverty are results. The punishment of the one and the relief of the other, have results and not causes for their objects. It is one thing to punish a criminal, and another to train out of him the tendency to commit crime. It is one thing to relieve a poor man from the results of his poverty, and quite another to give him the power to help himself.

It is only as civil institutions succeed in aiding people to protect and provide for themselves that they accomplish the ends for which they were established. Civil governments are for the protection and development of the people; but neither protection nor development in a free State is possible, unless the citizens have knowledge and the power of controlling themselves. For this reason the State turns its attention to the establishment and support of public schools. It is the province of these institutions to train aright the causes of our social condition, and thus to render possible the successful exercise of the functions of a free government.

The State, then, is bound to maintain schools and compel attendance upon them as a necessary means for the accomplishment of its own ends.

A complete system of schools must provide for both elementary and scientific instruction. In the one facts are to be taught, and the minds of the children trained to observe. In the other facts are to be classified, general knowledge obtained, and the reflective powers developed. The State should require both these grades of schools to be maintained; for elementary knowledge is altogether inadequate as a guide to the performance of the duties of life, and the simple ability to observe is inadequate to the performance of the duties. From scientific knowledge we derive all our rules of conduct; and through the activity of the reflective powers we have that foresight which enables us to provide for the future.

If then the life of the State and the well-being of the citizen depend upon education, the more complete and universal the education, the more fully will both accomplish the ends for which they exist.

The conviction that popular education is necessary to the existence and prosperity of a free State, and to the existence of individual freedom, has led the legislatures of the Commonwealth from time to time to pass such laws as are necessary to the establishment, support and management of public schools.

The Public Statutes therefore require the towns to maintain a sufficient number of schools for the education of all the school children of the State.

The character of the schools and of the teachers of them, the studies to be pursued, the minimum length of the school year, and the attendance of the children upon the schools are all determined by the laws of the State. It is clearly, then, the policy of the Commonwealth to provide for the education of every child within its jurisdiction.

It would seem to be unnecessary, in this age, and in this country, to force any parent to send his child to a free school.

But as a fact there are some parents in almost every community, who through indifference, or avarice, or a plea of poverty, either neglect the education of their children, or compel their absence from school, for the sake of the products of their labor at home. In such cases, it is clearly the duty of the State to interfere and prevent the unnatural parent from depriving the child of his rights. Every child in this Commonwealth should be protected from those adverse influences which dwarf the body and the soul, and from those disastrous consequences to which ignorance will inevitably doom him.

A humane State will not permit suffering caused by honest poverty to go unrelieved, but the relief should never be furnished at the expense of the life of the children.

Who can furnish an argument that is worth repeating in favor of permitting a child of tender years to be deprived of the opportunity of physical and mental development? Who would advise that, under any circumstances which should be permitted to exist in this Commonwealth, a young child, with the germ of a perfect manhood born in him, should be subjected to such privations and such burdens as will doom him to live a degraded life?

Let it be granted, then, that, for the sake of the individual, his youth must be protected from every infringement of his right to those conditions which are necessary to the proper development of his body and his mind.

If we turn our attention to the individual as a member of a democratic State, we shall find that the same conditions necessary to his personal development, are also necessary to his development as a free citizen. For if the republican spirit is to prevail, two things must be observed.

1st. Every child in the State must be educated.

2d. The children of all classes must be educated together.

One of the fatal effects of ignorance is found in the fact, that it renders its victims insensible to their degradation. The ignorant are disposed not only to refuse to make any effort to elevate themselves, but they frequently persist in rejecting all efforts made by others in their behalf.

For ignorant men and women we can do little or nothing, except to restrain them by force from crime, or relieve them by charity from poverty. But we can educate the children and make them good, productive citizens. For these ends we maintain public schools. Make them free alike to all, and compel all to accept what we have generously provided.

Our compulsory laws relate to parents and guardians who have under their control children between the ages of eight and fourteen ; to children who work in manufacturing and mercantile establishments, and to truant children. Truants cannot be trained in the ordinary schools, for they are to be confined and disciplined as well as instructed. They must, therefore, be sent to schools specially provided for them. There is a law requiring every town to provide a place for the confinement, instruction and discipline of its own truants. There is another law requiring each county to erect a truant school, if three towns so petition. There is still another law permitting any two counties to unite in constructing and maintaining schools for the truant children of the two counties ; and in the case of Norfolk, Bristol, Plymouth and Barnstable counties, four counties may unite in erecting one or more truant schools for the four counties.

These schools need not be expensive institutions. The school buildings should be plain, substantial structures, of moderate size, and furnished in a simple manner. In addition to the dwelling-house and school building, which may be included in one structure, there should be a workshop, in which the boys and girls may be trained to some industrial occupation. In this way the industrial element of education may be successfully combined with common-school training and the truant children having acquired both, may be sent back into society prepared to take care of themselves. Moral instruction is most effectively communicated to one who is living a busy life. That class of children called truants in this Commonwealth have never had the advantages of good moral training given to them under favorable circumstances. Many of them are wandering about the streets, leading idle and dissolute lives, growing up in ignorance, and fitting themselves to become a burden to society and a dangerous element in the Commonwealth.

They, of course, have no home training and they are beyond the reach of our common public schools. If what has been said is true, it is of the utmost importance to the communities in which these persons live, to the State of which they will soon form a part, and to the children themselves, that they be taken up as soon as they appear, and confined in some place where they can be systematically and thoroughly trained in all those exercises of body and mind which will fit them for their places in life.

The county commissioners of one county in the State, have, with a wise forethought for the best interests of the county, established a truant school.

This act has completed the system of public schools for that county, and has provided a place for the instruction of a class of children who were beyond the reach of all good educational influences.

The following is an account of the Hampden County Truant School, kindly furnished by the Superintendent, R. C. Barrett, Esq. : —

The total first cost of the buildings and land belonging to this institution, was $12,677.96.

The buildings include the house, barn, ice-house, and fence of the play-ground. The farm consists of eleven and a half acres of land.

The whole number of pupils now here (Jan. 1, 1883) is 25. The whole number for the year, 32. The average number for the year was 16.

There are no girls in the institution at the present time. The boys are trained in certain kinds of housework, and in farm-work.

The average total cost for each pupil per week is $4.65. This amount includes the cost of instruction, clothing, and of the entire support of the institution.

Including food, clothing and bedding, the cost is less than $2 00 per week for each pupil.

Each town sending truants to the school pays $2.00 per week for board of each pupil sent, and the county pays the balance.

There is at present but one regular teacher in the school-room. This teacher is occasionally relieved by the superintendent.

The course of studies used consists of the common English branches, and is nearly the same as that pursued in the primary and grammar school grades of the Springfield schools.

The results produced by the school upon its pupils are quite satisfactory. All the pupils are making a fair advancement in the acquisition of a knowledge of their school studies; most are making rapid improvement. The average advancement of the pupils is thought to be more rapid than that of the same grade in the schools of the city.

While in some instances the improvement in the moral character of these pupils has not equalled their intellectual advancement, yet in a majority, a change has been made for the better. In some cases the change has been most gratifying.

Several of the graduates of the school, being still of school age, have gone back to their own schools to be regular attendants upon them. Others are in positions of honorable employment. It is confidently believed that those who attend the school will become better men and better citizens for the teaching received.

As to the effect upon the attendance in the public schools of the county, it seems to be the unanimous testimony of superintendents and teachers, that the existence of the truant school has very greatly lessened truancy and irregular attendance.

The report of Superintendent Barrett must impress the minds of all who see clearly the necessity of a perfect school attendance in the State, with the importance and the wisdom of providing special schools for truant children. The towns of other counties have repeatedly petitioned, according to law, for similar institutions. But their petitions have not been regarded, and these towns have no proper place for their truants. In some cases the truants have been put into poorhouses and left there without the influences of a proper home-life, and without proper discipline and instruction.

This is not in accordance with the policy of the State, and will in the end prove disastrous to the children, and to the communities of which they are to be a part.

The towns should be satisfied with nothing less than well organized county truant schools of proper size, where all truant children can be sent with a fair prospect that they will be trained into good citizens.

Experience has proved that it is not wise to collect in one place a large number of truant children. Health, comfort, thorough teaching, personal supervision, and all moral considerations forbid the establishment of large truant schools. Let them all be small schools, distributed properly over the State, provided with all necessary means of an industrial and common school education, and placed under the care of wise, earnest, Christian teachers, and then we shall not only have the satisfaction of knowing that we have done all we could for an unfortunate class, but that our acts have produced the most gratifying results.

DUTIES OF SCHOOL COMMITTEES.

In our Commonwealth the schools are in the hands of the people.

It is true the State has taken her public educational institutions somewhat into her own hands. The statutes of the State command the establishment and support of a sufficient number of schools to supply the wants of every child of school age.

They order these schools to be maintained for a certain number of months each year, and to be provided with good teachers and with the proper means of teaching.

They require all children of school age to be in school for at least twenty weeks in every school year. But with us the State is the people themselves, and the laws which control us, which protect us, and which regulate all our civil relations, are self-imposed rules, — the expressions of the free will of the people. So that while the law compels the maintenance of the public schools, the people, in obeying the law, are simply executing their own acts and resolves. Nor do they stop at the simple act of obedience, but in their intelligent zeal in behalf of popular instruction they do much more than to obey.

As a condition for receiving its share of the income of the school fund, the law requires every town to raise by taxation, for the support of schools, a sum not less than three dollars for every child between five and fifteen years of age. But last year the towns expended $18.29–9 for every child in the State between those ages. The law requires the schools to be maintained for at least six months in the year; but the last returns show that the schools are continued an average of eight months and eighteen days.

Massachusetts, in the earliest years of her history, laid the foundation of her civilization in the intelligence of the people. Almost from the first she made, by her laws, the support of public schools compulsory, and the attendance upon them free alike to all.

Since that time it has been the policy of the Commonwealth to offer to every child of school age the advantages of a good common-school education. As the result of this policy Massachusetts has become the best and most prosperous free State in the world. On account of the relation that popular education is generally supposed to hold to the well-being of the State, as a political organization, and as composed of free and independent citizens, the public schools become objects of the highest public concern.

It is to be expected, therefore, that nothing will be left undone in this Commonwealth which can be done by individuals, by organized communities, or by the State, to promote the interests and efficiency of our public educational institutions. They are to be organized and supported and controlled with reference to the most exalted results that skill and money and a wise government can produce. The town with us is the smallest political unit. The State has expressed its will in the public statutes it has enacted relating to the public schools The school laws of the State have commanded the towns to maintain a system of public schools sufficient in number, and complete enough in all their appointments, to supply the educational wants of all the children who may lawfully resort to them for instruction. The first step to be taken by a town, in fulfilling its educational obligations to the State, is to elect a school committee, whose duty it is to establish and superintend the schools. The duties of these officers are defined and made imperative by the statutes.

The duties to be performed by the school committee-men of the towns determine what kind of men should be selected for the office, and what they should be able to do.

The statutes declare that the school committee shall have the general charge and superintendence of all the public schools in a town.

It has been decided that the power of general superintendence vests a full authority in the committee to determine how many schools shall be kept; what shall be the qualifications of admission to them; the age at which children may enter; the age to which they may continue, and the particular school to which each child shall be sent.

To exercise this power without producing waste of the most disastrous kind, requires the possession of that knowledge and experience, and that good-will towards the schools which will lead to a thoughtful organization of them.

The statutes require a sufficient number of schools to be maintained. What is a sufficient number?

No one can answer this question until he has made a thorough study of the geography of a town, and knows the number and scholarship of the children. But he may say, with some degree of confidence, if he has knowledge enough to organize the schools of a town, that the best educational results cannot be produced in a school of two pupils or in one of eighty if they are to be trained by one teacher.

He may know also that there must be a very great waste of money and time in maintaing a large number of small schools, with cheap teachers and short terms, or in maintaining schools so large that the pupils cannot all come individually under the regular instruction of the regular teachers.

One of the demands of the time in our school affairs is a proper adjustment of the number of schools the towns should maintain.

If by means of changes that are made some children are left at too great a distance from the nearest school, it is in harmony with the truest economy to transport them at public expense.

The difference between a poor school and a good one is so large, that the one is not to be tolerated if the other can be obtained.

It should be remembered that in every organized community there must be personal sacrifices, sometimes, that the largest amount of general good may be secured. That community will be the most prosperous as a community, which contains among its citizens the largest number of individuals who are inclined to forget themselves, in their zeal for the well-being of the whole. Besides, in the end, that is always best for the individual which is best for the community.

After the number of schools which a town shall maintain has been judiciously settled, the committee are required by the statutes to keep the school-houses in good order. What is it to keep the school-houses of a town in good order?

It is to provide for them a quiet, pleasant and healthy location; to construct them of a proper size and form, and of good material, and to plan them with especial reference to health, convenience and beauty.

It is the duty of the school committees of the towns to examine from time to time all their school buildings, and to keep them in order while they are occupied by the children and their teachers.

The school-houses of a town are not to be endured, unless they are situated in a good place; unless the school-rooms are of sufficient size for the number of children to be put into them; if they are not properly ventilated and warmed; if the windows are so arranged as to allow the light to fall improperly upon the eye; if the drainage is imperfect, so as to allow the deadly gases to fill the rooms with their pestilential odors; if the seats and desks require the children to cramp their bodies into unnatural positions, and if the general effect of the school buildings is to injure the health, depress the spirits and corrupt the taste.

It should not be forgotten by school authorities, nor by school teachers and parents, that a child is often educated more by the things about him than by the direct efforts made for his development. On this account it is of the highest importance that his school life should be guarded not only against everything which may have a tendency to disturb his health and dwarf his intellect, but against everything which may injure his morals and corrupt his taste; against everything which may lead him to form a low estimate of the public school.

The right number of schools a town shall maintain having been determined, and the best school-houses that modern science and art can contrive having been provided, the school committee are to select good teachers for the schools.

What are the elements of a good teacher?

1st. The teacher should have a good physical body.

The body holds a most important relation to the mind. It is the instrument that the mind uses in performing its mental acts.

If the body is perfectly constituted it forms a good medium through which the mind can bring itself in contact with the external world. If it is healthy and strong, the mind can endure hard labor, and hard labor usually brings success. It is not necessary for one to be a genius, that he may make his mark in the world. Well directed, persistent labor is more reliable than genius, or rather the ability to work until a thing is done (without much reference to opposition) is genius itself.

Good health is necessary to that cheerfulness of temper so necessary to a sound judgment. A teacher weak in physical strength may do his work well, but he will do it in spite of his weakness, never on account of it.

2d. A good teacher is generally a good scholar. As a rule no one can teach more than he knows.

The possession of a general knowledge contributes to the power of teaching particular knowledge.

A teacher of limited resources is more likely to magnify forms to the neglect of substance.

No one but a philosopher knows how to be simple.

A primary teacher must be familiar with all that is taught in the schools above his own, or he cannot tell what his own work includes.

For this reason it is necessary to have thoroughly educated teachers in the primary schools.

It is necessary that all teachers should be masters of the topics they teach, and of as much related knowledge as possible.

And this is not all. The successful teacher must know more than the branches of learning he teaches.

The right training of the children is the end he is employed to attain.

This result cannot be attained unless the teacher is master of the true method of teaching. A true method of teaching is the product of a successful study of the human mind.

From such a study it will be found that the learner at school gains real knowledge only when the teacher presents to him the real objects of thought; that his mind unfolds itself in strength and beauty only when it exercises its faculties in an independent and vigorous activity, and that his moral nature is cultivated only by imitating a good example or by a healthful obedience to right moral precepts.

The committees are to find good teachers by examination.

The examination may be made in two ways. One way, and the best, is to observe a teacher as he conducts his daily exercises in the school-room. Here his personal appearance, his relations to his pupils, his manners, his tones of voice, his language, his methods of teaching, and the plan of school government he uses, may all be seen. Besides this, the results of his work may be discovered in the spirit and progress of his school.

Another way of examination is by oral or written tests, not by questions concerning the lengths of insignificant rivers, nor the heights of unimportant mountains, nor the dates of obscure events, but by asking the candidate how he would teach the various branches taught in the schools, by what method he would control the children, and what ends he would lead them to accomplish.

If he has never taught school and is without professional training, he should be required to practise for a time under the direction of one who has already acquired a good reputation as a teacher, and not until he has proved his ability to teach and control a school, should he be placed over one of his own.

To choose a teacher for the public schools is the most important act the school committees are called to perform. For whatever may be done in supplying the external conditions necessary to a good school, the school will never exist until a good teacher is found to create it. After he has been found and put into his place, it would be well for the authorities to give him freedom in the exercise of his powers, and for the community to give him a generous and permanent support.

Again, the statutes require the committees to establish a course of studies for the schools. What is a good course?

There are many things to be observed in answering this difficult question: —

1st. The course must put the student to learning what is useful to be known.

The reading lessons should be made of descriptions of important objects and subjects of thought.

The lessons in arithmetic should occasion such exercises of the mind as will give it strength and useful information.

The geography presented should be confined to important geographical objects, to the exclusion of those minute details which burden the memory, but which make no contribution to useful knowledge.

Grammar should not be found at all in primary courses of study, nor should it be introduced into any course in such a formal way as to disconnect it from all relations to the structure of the English language.

The course should provide for the elementary study of natural objects, and for the study of chemical and physical changes in matter. It should present first the facts of language, afterward the principles of its construction and its use. Nor should it omit to turn the pupil's mind in upon itself, for that personal knowledge which every being endowed with a free will should possess.

2d. A good course of studies includes those branches which will lead the children to obtain, not only what goes under the popular name of useful knowledge, that is, knowledge which relates directly to the ordinary business of life, but also that knowledge which requires for its acquisition a healthy and vigorous activity of the faculties of the mind. There are those who would reject music and drawing, and the classic languages from the studies taught in the public schools; but it may be shown that a proper study of these branches of learning has a tendency to produce the highest and best results on the mental and moral character of the learner.

The supreme end to be secured at school is not knowledge, but development, and those studies which occasion the best development are, after all, the most useful.

The public school will never offer to the children anything but general knowledge, and a harmonious development of the powers. In this country the young are not born to any position determined by the accidents of birth or of wealth. They are born free, with the opportunity offered to them of choosing any good end of which their natural talents, their acquisitions, and industry may render them the worthy possessors. Our courses of studies in the public schools should furnish occasions for the acquisition of that knowledge which all must know, and for that exercise of the faculties which all must experience, that they may be prepared to live successful lives in a free community. It will not do for an American child to spend the few years of his school life in simply acquiring skill, to become an instrument for the accomplishment of some end outside himself. On the contrary, he must be led in the public school to gain possession of those truths and to perform those mental and moral acts which will have a tendency to make a man of him, and to render his powers sharp and strong for any of the occupations of life that may in the future become the object of his choice.

For these reasons it is of great consequence that the topics of study introduced into the public schools should be well chosen and so related to one another as to call the faculties of the children to a natural and orderly activity.

The school committee have also committed to their care the important duty of determining the method and means of teaching to be chosen, of selecting the text-books to be used, and of providing for the attendance upon the schools of all the children of school age. To perform these duties well requires sound learning and an abundance of time. It requires the judgment and enthusiasm of a scholar to invent and successfully apply the true method of teaching. A knowledge of the best means is inseparable from a knowledge of the best method.

It is not an easy matter for one to judge correctly of a school text-book until he has used it in teaching.

To secure a perfect school attendance requires the constant supervision of a judicious, conscientious school officer who is held to be personally responsible for the results of his efforts.

We are passing from an old civilization to a new, and among the changes that are taking place we notice that one which distinguishes the individual from the masses more fully now than in ancient times, and which treats him as though he were an end unto himself.

It is for this reason that the symmetrical development of the whole nature of man, rather than the acquisition of knowledge, is the supreme end which the schools should enable their pupils to secure.

I have spoken of the duties of our school committees. As they are now organized, can they perform the duties? To do all that which the statutes of the Commonwealth command the school committees of the towns to perform, requires learning and experience, skill and time. The committees are the legally constituted authorities over all matters pertaining to the control of the schools; but they need educated agents, who, acting under authority, shall devote their whole time to the performance of those acts which are all named by the general term, school superintendence.

It is now known that in all countries, the schools are good in proportion as their superintendence is good, and poor as their superintendence is inefficient. The school committees are not to be criticised for all they leave undone, any more than they are to be commended for all they do.

Every school committee-man in the State may be supposed to have his own business or occupation to follow. He cannot afford to neglect it, to superintend the internal affairs of the schools. He is never paid for such a sacrifice, nor is it expected that he will give such careful study to the school problems which continually present themselves, as to enable him to make a philosophical solution of them all.

This is the work of the professional educator who has given his life to the study and practice of teaching. The cities and large towns of the Commonwealth have already supplied themselves with such agents, who, acting under authority, are giving their whole time and strength to supervising the schools in all their phases of school work.

These agents constitute that element which all our school committees must add to themselves, if they would establish the conditions necessary to the most productive schools.

How can our rural communities be supplied with this essential element without adding too much weight to the school burden already resting heavily upon them? This is the vital question which is now presenting itself to these communities for an answer.

COURSES OF STUDY FOR COUNTRY SCHOOLS.

As a contribution to the latest discussion of the courses of study best adapted for country schools, the following report to the National Council of Education is here reproduced. The report is signed by J. W. Dickinson of Massachusetts, N. A. Calkins of New York, David N. Camp of Connecticut, and Samuel S. Greene of Rhode Island.

I. *Ends to be secured.*

There is one ultimate end to be secured by all school exercises ; the harmonious development of the faculties of the human mind. To attain this end, several subordinate ends must be sought.

1. The child must be subjected to such modes of life as will give him a sound body.
2. He must acquire a sufficient amount of useful knowledge.
3. He must become master of good methods of thinking and acting.

A sound body will furnish the mind with a good instrument to use.

Useful knowledge is both the result and the occasion of that activity of the mind which produces the best development of the powers.

A good method of work will determine the amount and character of both the knowledge and development acquired.

II. *Principles to be observed.*

In providing for the complete development of the child, the educator must keep his attention steadily fixed on the nature of the child's mind. A course of studies adapted to the different stages of development of which every mind is the subject, will furnish an orderly arrangement of topics that will occasion the right exercise of the observing powers, — the powers excited to activity by the presence of external objects ; the exercise of the representative powers, memory and imagination ; and the exercise of the elaborative powers, generalization and reasoning. While it is true that the mind is a unit, and so is not divisible into distinct powers, still as it acts in different modes, it is usual to assign to it different powers as its different modes of acting are considered. The different powers are simply functions of a single agent; yet they are distinct from one another, both in their mode of acting and in the objects of their activity. To form an idea of a present object is a distinct act from that of reproducing a similar idea of the object when it is absent; so we say the mind has both a presentative and representative power. For a similar reason we say the mind has an elaborative power, by whose activity it performs all those operations involved in classification and reasoning.

While it is true, also, that no definite period of time can be appointed for the exclusive training of the mind in any of its modes of activity, still both consciousness and observation prove that there is a stage of development in the history of every child when the more especial work of its intellect is to observe external things as they are presented to the senses; that at a later stage it has added to its power of observing an increased facility in reproducing the real by memory, and the power of creating the ideal by imagination, making use of language instead of things as the occasions of activity; that finally, there is a third stage in which the intellect has, in active and easy exercise, in addition to the acquisitive and conservative powers, the power of generalizing particular truths, of forming classes, and of arriving at a knowledge of general principles.

On account of the existence of these stages of development of the mind, and on account of the relations which the different kinds of knowledge hold to one another, educators are accustomed to grade the schools and to establish an order of studies, in which due attention is given to the activity of the mind and the kind of knowledge which characterizes each stage of mental development.

III. *Application of Principles.*

The topics of study and practice adapted to the first stage of development mentioned, are reading, spelling, elementary composition, numbers, linear drawing, singing, and gymnastic exercises.

Reading should be taught as a means of acquiring knowledge, of reproducing it, and of expressing it to others.

Spelling should be taken up as necessary to the construction of words in written composition, but not as immediately connected with reading.

Exercises in numbers in the lower elementary schools should be confined to the application of the four fundamental rules to integral units. The pupils may be sought to construct as well as to solve their own problems.

Elementary composition may be introduced into the primary schools from the first. Oral and written composition, with reading, may be classed under the topic, Language Lessons. The pupil is to be prepared for exercises in constructing compositions by objective teaching, that has for its object a real knowledge of what is to be described. Careful and persistent instruction should be given in the selection of words and construction of sentences. A few marks of punctuation may be introduced. Pupils in elementary composition should be taught to use figurative language, and that use of language which constitutes a good style, all to be taught as facts without referring to principles.

Linear drawing should be introduced for the training it gives to the hand and eye, and the effect it produces on the habits of observation. Drawing may be made also a means of cultivating the taste, by leading the pupil to turn his attention to the beauties of nature and art.

Gymnastic exercises have for their object the health and grace of the body. They should therefore be planned and conducted by those who have a knowledge of the physical constitution of the children, and the conditions necessary to its proper development. All that which is presented to primary pupils must be taught objectively.

In addition to the topics peculiar to primary work, a series of lessons should be given on the properties of things. These are to prepare the pupil to take up the work done in the grade of schools above his own, where the pupils are put to comparing things with one another for those marks in them by which they are known to be either alike or unlike.

The second grade of development will require the following course of studies: Reading, Spelling, Composition, Numbers, Singing, and Drawing, which studies are a continuation of the primary course, but more advanced; also facts of History, elements of Geography, elementary lessons on Plants, Animals, and Minerals, and elementary lessons in Chemistry and Physics.

Reading is to be conducted after the same general manner as in the primary course, except there may be more practice in silent reading. Selections from both prose and poetry may be read. The attention of the pupil should be called to the figurative language to be read, and to some of the properties of style.

Let the spelling exercises be conducted in the written form. The words spelled may be taken from the reading lessons, or from any lessons given in the course. The pupil will have a large amount of spelling in connection with his written composition.

Written compositions are now to be constructed in accordance with a plan which is to be illustrated by the teacher. The subjects of the compositions may be natural objects or historical events, or the creations of the imagination. The teacher should correct the spelling, the grammatical and rhetorical structure of the compositions, and to a slight degree their punctuation.

The fundamental operations in arithmetic may be applied to both integral and fractional units, and to compound or denominate numbers. The metric system of weights and measures may be introduced, and all the arithmetical knowledge gained may be applied to the simple forms of business-life.

Some of the events of history may be taught to pupils in their second grade of development. Let these events, for the most part, relate to the United States, or to the State in which the pupil lives. They are the facts of the discoveries, explorations and settlements made; of the revolutionary and constitutional periods of our history, and facts pertaining to our Civil War. The same topics that will apply to the whole country will apply equally well to each one of the States.

The elements of geography which it is proper to introduce into this grade of instruction, include object-lessons that have for their end a training of the pupil to learn from illustrations. They include, also, a knowledge of that which is expressed by geographical terms, and a knowledge of those geographical objects with which it is desirable the pupil should become acquainted.

Elementary lessons on plants, animals and minerals should direct the attention of the pupil to the parts and qualities of these things, a knowledge of which will enable the learner to compare the different kinds of natural objects for their resemblances and differences, and prepare him for a future classification.

By experiments made with proper apparatus, those changes in bodies which do not affect their identity may be presented for an observation of facts in physics, and those changes in bodies that do affect identity for facts in chemistry. The facts taught through a reproduction of phenomena by experiments should be such as are useful for the pupil to know, and necessary to scientific study, if the pupil should desire to pursue his work beyond that taken up in the elementary schools.

The third grade of development, that which relates to the special cultivation of the reflective powers, will require the teacher to present the subjects of study already mentioned in their more advanced forms, and finally as sciences. Reading should be taught as a means of gaining information, and of forming a correct taste.

Composition-writing should be taught in accordance with a method in which the rules of grammar and rhetoric, and some of the principles of logic, may be applied.

The study of numbers passes to the study of arithmetic, and the pupil is taught to apply general principles to the operations of business-life.

Practice in the use of language passes to the study of grammar for the principles of construction.

Geography is taken up as a science. Geographical facts are taught and referred to their causes. A method of classifying plants, minerals and animals may be taught. Not much time should be spent in this work, — simply time enough to teach a method of classifying. The pupil can use the method after leaving school, and without a teacher. Chemistry and physics may be taken up in a similar way. The laws of health may be taught under the topics physiology and hygiene. Penmanship may be taught in connection with written composition, and book-keeping with arithmetic.

If the pupil remains in school through the course marked out for his third stage of development, he may take some lessons in geometry and algebra, and devote some time to the study of ancient and modern languages. As language holds the relation of signs to our knowledge, and is the means by which we preserve our knowledge and communicate it to others, language should be taught and learned in connection with the acquisition of knowledge. All the lessons taught may be called language-lessons; for a complete knowledge of the forms and use of language, implies a knowledge of all that which is to be known.

It should be the aim of the teacher in all his teaching to communicate knowledge, by which is meant to lead the pupil to acquire knowledge for himself; to teach a good method of study and to give a proper training to the whole nature of the child.

The industrial element of education should be introduced in some form, so as to turn the attention of the pupils toward work while they are passing through the schools, and so as to make it appear most honorable in their eyes. Moral lessons should be constantly given by presenting examples of good conduct, and by calling attention to the moral quality of actions.

Normal Schools.

The reports of the several normal schools have been carefully presented by their visitors.

It is well known that the work done in these schools is more professional in its character now than at any former period of their history. By professional work is meant that which relates to the science and art of teaching.

The normal schools in this Commonwealth owe their origin to the idea that teaching is founded upon principles which may be applied in the communication of knowledge and in the development of mental power. If the knowledge of teaching a subject is more than a knowledge of the subject itself, or if the ability to teach is more than the ability to learn, then special attention must be given to the acquisition of the teaching power.

A knowledge of teaching includes a knowledge of what is to be taught, and of those operations of the mind by which the knowledge is obtained.

The ability to teach implies that skill in presenting objects of knowledge to the mind of the learner, and that control over the learner's mind, which can be acquired only by a well-directed practice in performing these acts. For these reasons special schools for the training of teachers are a necessity in every country where there is school-teaching to be done.

Wherever normal schools exist, they should be considered a part of the school system, and should be supported as the necessary means of furnishing the schools with good teachers. The pupils of our normal schools are trained at public expense, as are the students at West Point; but neither the one nor the other are thus trained for their own sake as an end. Both receive a public education, that they may become skilful in promoting and protecting the institutions of the people.

As the schools of the Commonwealth improve and create a more intelligent notion of their value, there will be an increased demand for good teachers.

The demand is now more than the supply. The last returns show that 2,400 of the teachers of the State have been trained in the normal schools. The results of the good work done by the normal teachers is not limited to the improvement made in their own schools, but all other schools situated within reach of their influence feel the effects of their good examples.

It would be well for the school committees of the towns to select some promising graduates of their high schools, and encourage them to take a course at one of our normal schools. After graduating from the normal schools, these young persons would return to their homes and become valuable teachers in their native towns.

By careful inquiry it has been ascertained that almost the entire number of the graduates of the normal schools teach after graduating, and that they teach in the public schools of Massachusetts.

Returns made in 1876 show that the entire class graduating from the normal school at Worcester, taught in Massachusetts. The superintendent of the Worcester public schools reports that the normal graduates begin their work with a training which is equal to several years of successful experience in teaching.

Of the graduates from the school at Salem from January, 1870, to June, 1876, eighty-seven per cent. engaged in teaching, and eighty-nine per cent. of those teaching taught in Massachusetts, and with one or two exceptions in the public schools.

The graduates teach an average of eight years.

The principal reports that the demand for these teachers has always been greater than the supply.

The graduates from the Bridgewater school, during the first seven years of its existence, taught an average of eight and one-half years; the second seven, an average of seven and one-half years. Of the class graduating in 1876, thirty-seven out of forty-five taught in Massachusetts.

Statistics compiled from reports received from graduates show that nearly all have engaged in teaching, and more than four-fifths of them in Massachusetts.

As teachers, the normal graduates are distinguished for their ability to control, for their enthusiasm, devotion to their calling, system in teaching, and for their power to unfold clearly the subjects they teach.

Of the graduates from the Westfield school, from ninety-six to ninety-eight per cent. have taught, and an average of five or six years. Mr. Walton, an agent of the Board, in one of his reports, says: "I find the normal graduates quite uniformly pursuing natural methods, and this with marked success."

The principal of the Framingham school reports that during the year 1877 we have graduated forty pupils. Of these thirty-four have been teaching, and others are soon to begin. Twenty-nine of these thirty-four have been teaching in Massachusetts. Of thirty-four, one has failed in discipline; the others have met with marked success. The graduates teach an average of six and two-thirds years.

The following is a statement of the number in the normal schools for the past year, and of the number of graduates.

	1880-'81.		1881-'82.	
	No. of students.	No. of graduates.	No. of students.	No. of graduates.
Bridgewater,	174	52	194	47
Framingham,	112	33	84	20
Salem,	263	58	239	68
Westfield,	120	25	136	29
Worcester,	167	16	183	33
	836	184 certificated.	836	197 certificated.
Normal art,	294	54	171	55

From these returns it appears that the normal schools are steadily and surely doing the work for which they were established.

HIGH SCHOOLS.

The high schools of the State stand at the head of our system of schools. The schools below them furnish elementary instruction. The high schools furnish an opportunity for continuing the study of facts to the study of causes. From the relation the two hold to each other it may be seen that the elementary and the high schools form one complete whole. No one can be said to have a good common school education who has not been through a course of studies in the high school. To be prepared for the events of life, one must be master of those general principles in accordance with which events occur. In addition to a knowledge of the way of solving a few problems that the elementary course of study presents for solution, the student, that he may be prepared for life, must have command of those general principles which will enable him to solve all problems that can be presented. The primary schools can teach nothing but particular truths; the high schools can teach what is universally true. The one can teach that which may be presented to the senses; the other can furnish the mind with the knowledge of the causes of things, so that it may learn what effects have been produced in the past, and infer what will be produced in the future. In the primary schools the pupils are trained to observe; in the secondary schools, they are trained to reflect. This last acquisition is the one that especially fits them for life.

All agree that primary education should be furnished by public schools, supported by a general tax. Some say that secondary instruction should be given to those only who pay for what they receive. And yet no one has ever been able to show just when the State should stop in its provisions for public instruction, nor why the State should not furnish its children with the opportunity of obtaining all the knowledge and training which they need as individuals and citizens. The same arguments that prove the wisdom and the necessity of maintaining free schools for instruction in the elements of knowledge, prove also the wisdom and necessity of giving to every child a free opportunity of learning those general truths from which all rules of conduct are to be derived.

The high schools are the schools of the people, and they are doing more in this Commonwealth towards determining the character and condition of the people than any other of our educational institutions. They are bringing all classes to that common level where they may stand as equals in their opportunities for a successful life. The people should guard these institutions with a jealous care, and never suffer their minds to become confused with suspicious declamations against over-education, and against the right of the State to maintain secondary schools.

The support of the high schools is not a burden to the people, as statistics will show.

There are now two hundred and twenty-one high schools in the State, sixty-nine of which are maintained in towns not required to do so by law. There are in these schools 19,256 pupils, taught by 605 teachers. The number of towns supporting high schools is 211; some towns supporting two or more. Over 90 per cent. of the people of the State are living within reach of high schools.

The course of studies taught in the high schools should be carefully arranged with reference to the schools below them, so that the graduates of the grammar schools can pass easily into their high school study.

Agents of the Board.

There are now three agents of the State Board of Education in the service of the State, — Messrs. George A. Walton, E. A. Hubbard, and G. H. Martin.

These gentlemen, all thoroughly acquainted with school work, and with the wants of the schools, have devoted their time during the year to examining schools, school-houses, to meeting teachers, school committee men, and the people, for a discussion of topics connected with teaching and school management, and to organizing and conducting teachers' institutes. These labors have been successful in arousing an interest in the public schools. As the smaller towns of the State are generally without school superintendents, the agents of the Board can, to a limited degree, supply their places. Through such examinations of the schools as the agents are able to make, the towns are informed of the results which their schools are producing. From this information the committees are able to make such changes as will lead to important improvements.

Mr. Walton and Mr. Hubbard have given to the State a long and faithful service.

Mr. Martin is serving his first term. He came into office well fitted for his place, by much study and practice in the normal school at Bridgewater. The Board is fortunate in having for their agents practical educators, who, by their experience, are able to give examples of good teaching, and wise counsel to teachers and to those who have charge of the schools. One more agent is needed, for the demands made upon those we have are too great for them to satisfy. With four agents, the State could be divided into four divisions, and each division supplied with a skilled educator, who could render most acceptable aid to local authorities.

TEACHERS' INSTITUTES.

The plan of holding a large number of institutes, with short sessions, has been continued the past year. Twenty-two have been held, and, for the most part, in the small towns. The people in the towns where the institutes were held, provided for them freely and generously, and the towns invited, generally closed their schools so that the teachers could attend the meetings. In many cases the committees accompanied their teachers, and took an active part in the exercises.

The teachers of the institutes were Mr. G. A. Walton, Arithmetic and Reading; Mr. E. A. Hubbard, Arithmetic and Morals; Mr. G. H. Martin, Botany, Geography, and Mineralogy; Mr. Dickinson, Language, Color, and Methods of Teaching; Mr. C. M. Carter, Drawing; Mr. G. I. Aldrich, Geography; Mr. H. E. Holt, Singing. Evening lectures were given by Rev. A. D. Mayo, Col. T. W. Higginson, Rev. Washington Gladden, Prof. W. H. Niles, Rev. J. W. Bashford, Mr. Frank A. Hill, Rev. W. H. Eaton, Rev. Wm. Barrows, and Rev. Geo. P. Gilman.

The following is a list of towns where institutes were held, and the number in attendance at each:—

Ashby, Middlesex County,		55
Ashfield, Franklin County,		68
Barre, Worcester County,		109
Bernardston, Franklin County,		68
Billerica, Middlesex County,		67
Chicopee, Hampden County,		53
Falmouth, Barnstable County,		81
Fall River, Bristol County,		212
Framingham, Middlesex County,		180
Granby, Hampshire County,		49
Lee, Berkshire County,		68
Leominster, Worcester County,		30
Leverett, Franklin County,		40
Medfield, Norfolk County,		138
Pittsfield, Berkshire County,		70
Princeton, Worcester County,		90
Reading, Middlesex County,		112
Rockport, Essex County,		121
Salisbury, Essex County,		148
Somerset, Bristol County,		59
Uxbridge, Worcester County,		53
Worthington, Hampshire County,		70
Number of institutes,	22	
Aggregate of attendants,		1,941
Average attendance,		88+

The exercises given during the day were presented so as to illustrate a method of teaching. A list of topics was made out and arranged for every subject presented. After each illustrative lesson was given, the exercise was the subject of discussion by the members of the institute. In this the various lessons were made as practical as possible.

The classes attending the institute meetings were composed of teachers, school committees, and of people interested in the success of the public schools. All were deeply interested in the lessons and discussions, and expressed great satisfaction in having an opportunity of studying methods of teaching and of controlling the schools.

The evening lectures were more popular in their character; they were adapted to awaken in the minds of the people, a deeper interest in their schools and in the cause of popular education.

The institutes were successful in accomplishing the ends for which they were organized — that of illustrating a better method of teaching, of awakening a deeper enthusiasm in the minds of those who control the schools, and of magnifying the importance of giving to them a generous support. At several of the institutes, resolutions were passed commending the manner in which they were conducted, and expressing satisfaction with the results they produced. It is a wise policy for the State to continue this means of improving the schools, and of creating a popular interest in their welfare.

Massachusetts Statistics.

	STATE CENSUS.		U. S. CENSUS.					
	1875.	Per Cent.	**1880.**	Per Cent.	Increase.	Per Cent.	Decrease.	Per cent.
Population, . .	1,651,912	–	1,783,085	–	131,173	8-	–	–
No. of illiterates, ten years of age and over, who cannot read, .	77,857	4.7	75,635	4.2	–	–	2,222	0.5
who cannot write,	104,206	6.3	92,980	5.2	–	–	11,236	1.1
No of native born illiterates, . .	12,150	1-	6,933	0.7	–	–	5,217	0.3-
foreign born illiterates, . .	92,363	22.0	83,725	19.6	–	–	8,638	2.4
No. of native born illiterates born of Massachusetts parents, . .	4,371	about $0.2\frac{2}{3}$	2,486*	$0.1\frac{2}{5}$	* –	–	1,885	$0.1\frac{1}{3}$-

* No corresponding statistics for the census of 1880, but decreasing in same proportion with whole number would give 2,486 and $0.1\frac{2}{5}$

From the above table it appears that the total number of native illiterate persons of ten years of age and over in the Commonwealth in 1880 was 6,933, or seven-tenths of one per cent. of the population; that the number of native illiterates born of Massachusetts parents was probably about 2,486, or one and two-fifths tenths of one per cent. ($0.1\frac{2}{5}$) of the population.

In connection with the foregoing report, I present to the Board a new edition of the school laws of the Commonwealth, with notes partly taken from former editions.

SCHOOL LEGISLATION.

HISTORICAL.

As early as 1635 the inhabitants of Boston gave expression to their ideas of the value and need of a public school for the teaching and nurturing of the children. In 1636 the General Court authorized an appropriation of £400 for the establishment of a school or college. The school was established at Cambridge, and has since become Harvard University.

The first educational ordinance of the colony was passed in 1642. "It required the selectmen of every town to have a vigilant eye over their brethren and neighbors, to see that none of them shall suffer so much barbarism in any of their families, as not to endeavor to teach, by themselves and others, their children and apprentices so much learning as may enable them perfectly to read the English tongue, and a knowledge of the capital laws."

A failure to comply with the ordinance was punished by a fine of twenty shillings.

The act of 1642 enjoined upon the municipal authorities the duty of making education universal, but not necessarily free. In 1647 another law was passed, making the support of public schools compulsory, and education universal and free. As this was the first law of the kind ever passed by any community of persons or by any State, Massachusetts may claim the honor of having originated the free public school. At this time it was ordered that every town of one hundred families, in addition to its elementary schools, should establish and maintain a grammar school, which should fit pupils for the University at Cambridge. In 1683 all towns of five hundred families were required to maintain two grammar schools and two writing schools. These were the principal laws establishing and regulating the schools during the colonial period.

In the Constitution of Massachusetts, adopted in 1780, is the following : —

Provisions Relating to Schools.

[Chap. 5, Sect. 2.]

Duty of legislatures and magistrates in all future periods.

Wisdom and knowledge, as well as virtue, diffused generally among the body of the people, being necessary for the preservation of their rights and liberties; and as these depend on spreading the opportunities and advantages of education in the various parts of the country, and among the different orders of the people, it shall be the duty of legislatures and magistrates, in all future periods of this Commonwealth, to cherish the interests of literature and the sciences, and all seminaries of them; especially the university at Cambridge, public schools and grammar schools in the towns; to encourage private societies and public institutions, rewards and immunities, for the promotion of agriculture, arts, sciences, commerce, trades, manufactures, and a natural history of the country; to countenance and inculcate the principles of humanity and general benevolence, public and private charity, industry and frugality, honesty and punctuality in their dealings; sincerity, good humor, and all social affections, and generous sentiments among the people.

In 1789 a general act was passed, requiring every town to maintain one school for the term of six months, or two or more schools for terms of time that shall together be equivalent to six months, in which shall be taught orthography, reading, writing, English grammar, geography, and decent behavior.

At this time it was ordered that the towns be divided into districts, for the purpose of facilitating the attendance of the children upon the schools. The schools were still to be under the direct control of the towns.

It was further ordered that towns of two hundred families, instead of one hundred, as before, should constitute the minimum number for supporting a grammar school, and that teachers should have a certificate of good moral as well as intellectual character. In 1800 an act of the legislature authorized the selectmen of the towns to call district meetings at which the legal voters therein should raise money for building school-houses, and for supplying them with all necessary furniture.

In 1817 school districts were made corporations, and were empowered to hold property for the use of the schools. In 1826 every town containing five hundred families was required to maintain a town or high school, which should differ from the old grammar school by omitting from its curriculum of studies the Latin and Greek languages. If the town contained four thousand inhabitants, it was required to maintain a higher grade of high school, in which the classic languages were to be taught.

The school law of 1826 was the first to require towns to elect a town school committee. By a law passed in 1827, school districts were authorized to take care of their schoolhouses, and to contract with their school teachers.

The Massachusetts School Fund was established in 1834.

On the 14th of January, 1837, in the Massachusetts House of Representatives, it was ordered that the Committee on Education be requested to consider the expediency of providing by law for the better education of teachers of public schools. On April 14 of the same year, a bill relating to common schools was taken up, and the House resolved itself into a committee of the whole for the consideration thereof, and Mr. Winthrop of Boston, from the Committee on Education, reported that the said bill, with sundry amendments recommended by the committee, ought to pass, and the bill was ordered to a third reading. The report was as follows: —

"The Committee on Education, to whom was referred so much of His Excellency the Governor's address as relates to education, and to whom was also referred, 'The memorial of the Directors of the American Institute of Instruction, and the petition of a convention of delegates from each of the towns in Plymouth County, and who were directed by order of the House, Jan. 14, 1837, to consider the expediency of providing by law for the better education of teachers of the public schools of the Commonwealth, have carefully considered those subjects, and report thereon the accompanying bill

"'*Be it enacted, etc.*

"'His Excellency the Governor, with the advice and consent of the Council, is hereby authorized to appoint eight persons, who, together with the Governor and Lieutenant-Governor, shall constitute and be denominated the Board of Education.'"

One of the first acts of the Board was the establishment of schools for the special education of teachers. In 1839 two normal schools were opened, — one at Lexington, afterward removed to West Newton, thence to Framingham; the other at Barre, afterward removed to Westfield. In 1840 one was opened at Bridgewater; in 1843, one at Salem; and in 1874, another at Worcester. A Normal Art School was established in Boston in 1873. Teachers' institutes were first established in Massachusetts in 1845.

PUBLIC STATUTES.—TITLE X.

OF PUBLIC INSTRUCTION AND REGULATIONS RESPECTING CHILDREN.

Chapter 41. — Of the Board of Education.
Chapter 42. — Of Teachers' Institutes and Associations.
Chapter 43. — Of the School Funds.
Chapter 44. — Of the Public Schools.
Chapter 45. — Of School Districts.
Chapter 46. — Of School Registers and Returns.
Chapter 47. — Of the Attendance of Children in the Schools.
Chapter 48. — Of the Employment of Children, and Regulations respecting them.

CHAPTER 41.

OF THE BOARD OF EDUCATION.

Section
1. Board of education, how organized; term of office; vacancies.
2. may take grants, devices, etc., in trust for educational purposes; to pay all moneys to treasurer. Duty of treasurer.
3. shall prescribe form of school registers, and of blanks for returns; transmit abstracts of returns, and report, to legislature.
4. may appoint secretary, who shall make abstracts, collect and diffuse information, etc.
5. Secretary shall suggest improvements, visit different places, collect books, receive reports, etc.
6. shall give notice and attend meetings of teachers, etc., and collect information, etc.
7. shall send blank forms and reports to clerks of towns and cities.

Section
8. Compensation of secretary, and expenses of office.
9. Board may appoint agents to make inquiry, etc.
10. Expenses of board, how paid.
11. Assistant state librarian may act as clerk.
12. Board to have management of normal schools, and charge of expenditures of appropriations.
13. Statistics required of officers of schools and others respecting pupils, instruction, etc.
14. blanks for, to be prepared.
15. Institutions for instruction of deaf, dumb, and blind to report to the board.
16. With the approval of the board, deaf mutes, etc., may be instructed at the public expense.
17. Board to supervise their education, and report concerning the same, etc.

SECTION 1. The board of education shall consist of the governor and lieutenant-governor, and eight persons appointed by the governor with the advice and consent of the council, each to hold office eight years from the time of his appointment, and one to retire each year in the order of appointment; and the governor, with the advice and consent of the council, shall fill all vacancies in the board.

Board of education, how organized; term of office; vacancies. G. S. 34, § 1.

The following list of the members of the Board, named in the order of their appointment or connection with it, is complete to the present time: —

Original Members.

James G. Carter
Emerson Davis.
Edmund Dwight.
Horace Mann.
Edward A. Newton.
Robert Rantoul, Jr.
Thomas Robbins.
Jared Sparks.

Appointed Since.

George Putnam.
Charles Hudson.
George N. Briggs.
William G. Bates.
John W. James.
Elisha Bartlett.
Heman Humphrey.
Stephen C. Phillips.
Barnas Sears.
Edwin H. Chapin.
Henry B. Hooker.
Stephen P. Webb.
Thomas Kinnicutt.
Joseph W. Ingraham.
John A. Bolles.
George B. Emerson.
Charles K. True.
Mark Hopkins.
Edward Otheman.
Isaac Davis.
Alexander H. Vinton.
George S. Boutwell.
Henry Wheatland.
Hosea Ballou.
Ariel Parish.
Cornelius C. Felton.
Alonzo H. Quint.
William A. Stearns,
Russell Tomlinson.
Erastus O. Haven.
David H. Mason.
John P. Marshall.
Emory Washburn.
Abner J. Phipps.
James Freeman Clarke.
William Rice.
John D. Philbrick.
Samuel T. Seelye.
George T. Wilde.
Gardiner G. Hubbard.
Alonzo A. Miner.
Henry Chapin.
Constantine C. Esty.
Edward B. Gillett.
Phillips Brooks.
Christopher C. Hussey.
Charles B. Rice.
Elijah B. Stoddard.
Horatio G. Knight.
Miss Abby W. May.
Charles Francis Adams, Jr.
Milton B. Whitney.
Thomas Wentworth Higginson.
Admiral P. Stone.
Francis A. Walker.

Ex-Officiis. — Governors.

Edward Everett.
Marcus Morton.
John Davis.
George N. Briggs.
George S. Boutwell.
John H. Clifford.
Emory Washburn.
Henry J. Gardner.
Nathaniel P. Banks.
John A. Andrew.
Alexander H. Bullock.
William Claflin.
William B Washburn.
William Gaston.
Thomas Talbot.
John D. Long.
Benjamin F. Butler.

Lieutenant-Governors.

George Hull.
Henry H. Childs.
John Reed.
Henry W. Cushman.
Elisha Huntington.
William C. Plunkett.
Simon Brown.
Henry W. Benchley
Eliphalet Trask.
John Z. Goodrich.
John Nesmith.
Joel Hayden.
William Claflin.
Joseph Tucker.
Thomas Talbot.
Horatio G. Knight.
Byron Weston.
Oliver Ames.

Board of education may take grants, etc., in trust for educational purposes, etc.

Duty of treasurer.
G. S. 34, § 2.

SECT. 2. The board may take and hold, in trust for the commonwealth, any grant or devise of lands, and any donation or bequest of money or other personal property, made to it for educational purposes; and shall forthwith pay over to the treasurer of the commonwealth, for safe-keeping and investment, all money and other personal property so received. The treasurer shall from time to time invest all such money in the name of the commonwealth, and shall pay to the board, on the warrant of the governor, the income or principal thereof, as it shall from time to time require; but no disposition shall be made of any devise, donation, or bequest, inconsistent with the conditions or terms thereof. For the faithful management of all property so received by the treasurer he shall be responsible upon his bond to the commonwealth, as for other funds received by him in his official capacity.

The only trust in the control of the Board under this section is the bequest of Henry Todd, Esq., late of Boston. The amount of this fund when it was established was $10,797.72. Its present amount is $12,100.00. By the terms of the will the income is to "be applied in aid of the normal schools of this Commonwealth, the same to be subject to no sectarian purposes or objects of a religious character."

The Board applies the income of this fund to such specific objects in connection with the normal schools as are not provided for by the appropriations of the legislature.

SECT. 3. The board shall prescribe the form of registers to be kept in the schools, and the form of the blanks and inquiries for the returns to be made by school committees; shall annually on or before the third Wednesday of January lay before the general court an annual report containing a printed abstract of said returns, and a detailed report of all the doings of the board, with such observations upon the condition and efficiency of the system of popular education, and such suggestions in regard to the most practicable means of improving and extending it, as the experience and reflection of the board may dictate.

Board of education shall prescribe form of school registers and blanks for returns, etc. G. S. 34, § 3.

It is the duty of the Board of Education to prescribe a blank form of school register to be used in all the public schools of the State. The registers are to be sent to every town, and delivered to the committee by the town clerk, one for each school in the town. The committees are responsible for the registers after they are received, and it is the duty of the committee to cause the registers to be faithfully kept in all the schools.

The blank forms of inquiry sent to the towns to be filled out and returned, together with the reports of the school committees, furnish the data from which the annual report of the Board to the legislature is principally made.

It is highly important that these returns should be accurate, as school legislation and the distribution of the income of the school fund are largely based on them.

The school registers are to be retained by the school committees. The filled-out forms of inquiry only are to be returned.

SECT. 4. The board may appoint its own secretary, who, under its direction, shall make the abstract of school returns required by the preceding section; shall collect information respecting the condition and efficiency of the public schools and other means of popular education; and shall diffuse as widely as possible throughout the commonwealth information concerning the best system of studies and the best method of instruction for the young, in order that the best education which public schools can be made to impart may be secured to all children who depend upon them for instruction.

may appoint secretary, who shall make abstracts, etc. G. S. 34, § 4.

Under this section, Horace Mann, a member of the first Board of Education, was chosen its first secretary, and served from 1837 to 1848. His successor was Barnas Sears, who served till 1855. George S. Boutwell served from 1855 to 1860; Joseph White from 1860 to 1877; and the present secretary was appointed in 1877.

Secretary shall suggest improvements, etc.
G. S. 34, § 5.

SECT 5. The secretary shall suggest to the board and to the general court improvements in the present system of public schools; shall visit, as often as his other duties will permit, different parts of the commonwealth for the purpose of arousing and guiding public sentiment in relation to the practical interests of education; shall collect in his office such school books, apparatus, maps, and charts, as can be obtained without expense to the commonwealth; shall receive and arrange in his office the reports and returns of the school committees; and shall receive, preserve, or distribute, the state documents in relation to the public school system.

shall give notice and attend meetings of teachers, etc.
G. S. 34, § 6.

SECT 6. He shall, under the direction of the board, give sufficient notice of and attend such meetings of teachers of public schools, of members of the school committees of the several towns, and of friends of education generally in any county, as may voluntarily assemble at the time and place designated by the board; and shall at such meetings devote himself to the object of collecting information with respect to the condition of the public schools of such county, the fulfilment of the duties of their office by members of the school committees of all the cities and towns, and the circumstances of the several school districts in regard to teachers, pupils, books, apparatus, and methods of education, with a view to enabling him to furnish all information desired for the report of the board required in section three.

shall send forms and reports to town clerks, etc.
G. S. 34, § 7.

SECT. 7. He shall send the blank forms of inquiry, the school registers, the annual report of the board, and his own annual report, to the clerks of the several cities and towns as soon as may be after they are ready for distribution.

See chap. 46, sect. 12, Pub. Stat.

Compensation of secretary, and expenses of office.
G. S. 34, § 8.
1867, 263.
1876, 110.

SECT. 8. He shall receive an annual salary of twenty-five hundred dollars, and also four hundred dollars in full compensation for travelling expenses, to be paid out of the half of the school fund applicable for educational expenses; and all postages and other necessary expenses arising in his office, shall be paid out of the treasury in the same manner as those of the different departments of the government.

The duties of the secretary are defined by the statutes.

Since the election of the first secretary in 1837, a uniform system of schools has been created, a comprehensive plan of collecting accurate school statistics has been established, six State normal schools for the professional training of teachers have been organized, and methods of teaching have been improved. In addition to these changes, laws have been passed requiring the use of a uniform method of selecting and examining teachers, establishing uniform courses of studies for the different grades of schools, and a minimum time of attendance by the pupils; and there has been awakened in the minds of the people a deeper and more general interest in popular education.

SECT. 9. The board may appoint one or more suitable agents to visit the several cities and towns for the purpose of inquiring into the condition of the schools, of conferring with teachers and committees, of lecturing upon subjects connected with education, and in general of giving and receiving information upon such subjects, in the same manner as the secretary might do if he were present.

Board may appoint agents to make inquiry, etc.
G. S. 34, § 9.

"The authority conferred by the ninth section was first given to the Board of Education in 1851, and twice renewed, in 1853 and 1857. The commissioners and the legislature charged with the revision of the General Statutes saw fit to give to these transitory enactments the form of permanent law."

The following named persons have served the State as agents of the Board: —

Nathaniel P. Banks, Charles W. Upham, Samuel S. Greene, Rodolphus B. Hubbard, J. T. Burrill, Charles Northend, Horace James, Henry K. Oliver, Daniel Leach, Richard Edwards, Alpheus Crosby, A. R. Pope, Cornelius Walker, B. G. Northrup, Abner J. Phipps, George A. Walton, Eli A. Hubbard, John D. Philbrick, John Kneeland, and George H. Martin.

The agents at the present time are Messrs. Walton, Hubbard, and Martin.

SECT. 10. The incidental expenses of the board, and the expenses of the members thereof incurred in the discharge of their official duties, shall be paid out of the treasury.

Expenses of board, how paid.
G. S. 34, § 10.
1876, 110.

SECT. 11. The assistant librarian of the state library shall act, when necessary, as clerk of the board.

Clerk.
G. S. 34, § 11.

Board to manage, etc., the normal schools.
1870, 106.

SECT. 12. The general management of the several state normal schools shall be vested in the board, and moneys appropriated for their maintenance may be expended under its direction.

Statistics required of officers of schools and others respecting pupils, instruction, etc.
1867, 123, § 1.

SECT. 13. The trustees, officers, or persons in charge of all literary, scientific, or professional institutions of learning, incorporated, supported, or aided by the commonwealth; of all reform schools, alms-houses, or private educational institutions; and all agents, guardians, or treasurers, to whom appropriations are made by general statute or special resolve for the support of schools among Indians, shall, on or before the first day of June in each year, make a report in writing to the board, at the office of the secretary, of such statistics as the board shall prescribe, relating to the number of pupils and instructors, courses of study, cost of tuition, and the general condition of the institution or school under their charge.

blanks for, to be prepared.
1867, 123 § 2.
U. S. Rev. St., § 516.

SECT. 14. The board shall prepare blank forms of inquiry for such statistics, and shall send the same to every such institution or school on or before the tenth day of May in each year. In preparing said forms, reference shall be had to the requirements of the bureau of education, created by the general government.

Institutions for instruction of deaf, dumb, and blind to report to the board.
1875, 118.

SECT. 15. Every institution for the instruction of the deaf, dumb, and blind, when aided by a grant of money from the state treasury, shall annually make to the board such a report as is required, by sections sixteen and seventeen of chapter seventy-nine, of other private institutions so aided.

With the approval of the board, deaf mutes may be instructed at certain institutions at the public expense.
1867, 311, § 4.
1868, 200.
1869, 333.
1871, 300.

SECT. 16. With the approval of the board, the governor may send such deaf mutes or deaf children as he may deem fit subjects for education at the expense of the commonwealth, for a term not exceeding ten years in the case of any pupil, to the American Asylum at Hartford, or to the Clarke Institution for Deaf Mutes at Northampton, or to any other school for deaf mutes in the commonwealth, as the parents or guardians may prefer. No such pupil shall be withdrawn from such institution or school, except with the consent of the proper authorities thereof, or of the governor; and the sums necessary for the instruction and support of such pupils shall be paid by the commonwealth.

Board to supervise their education, and report concerning the same, etc.
1867, 311, § 3.

SECT. 17. The board shall direct and supervise the education of all such pupils, and shall set forth in its annual report the number of pupils so instructed, the cost of their instruction and support, the manner in which the money appropriated by the commonwealth therefor has been expended, and such other information as it deems important to be laid before the general court.

CHAPTER 42.

OF TEACHERS' INSTITUTES AND ASSOCIATIONS.

SECTION
1. Board of education to arrange for meeting of teachers' institutes.
2. Expenses of meetings, how paid.
3. Board to regulate length of session and expense.

SECTION
4. County teachers' associations to receive twenty-five dollars for annual meetings.
5. Massachusetts Teachers' Association to receive three hundred dollars annually.

SECTION 1. When the board of education is satisfied that fifty teachers of public schools desire to unite in forming a teachers' institute, it shall, by a committee or by its secretary, or in case of his inability by such person as it may delegate, appoint and give notice of a time and place for such meeting, and make suitable arrangements therefor.

Teachers' institutes, meetings of.
G. S. 35, § 1.

SECT. 2. To defray the necessary expenses and charges, and to procure teachers and lecturers for such institutes, a sum not exceeding three thousand dollars may annually be paid out of that half of the income of the school fund not apportioned for distribution to cities and towns

expenses of, how paid
G. S. 35, § 2.
1873, 292, § 1.
1876, 47, § 4.

SECT. 3. The board may determine the length of time during which a teachers' institute shall remain in session, and what portion, not exceeding three hundred and fifty dollars, of the sum provided for in the preceding section, shall be appropriated to meet the expenses of such institute.

length of, and expense.
G. S. 35, § 3.

Previous to the act of 1845, four institutes were held, at the expense of a private individual, that the experiment might be tried and their value determined. The next year Teachers' Institutes became a permanent institution, and appropriations have been made year by year for their support. They furnish the teachers with the occasion of comparing their methods of teaching, of studying improved methods, of breaking away for a little while from their round of daily duties, of coming into companionship and sympathy with others of their own profession, and of returning home with higher notions and better purposes.

Since the institutes were established, they have been held in one hundred and ninety-three towns, and in some cases several have been held in the same town, as will appear from the following list:

Abington, 1880.
Acton, 1861.
Adams, 1848, 1855, 1858, 1875.
Amherst, 1852, 1877.
Amesbury, 1863.
Andover, 1846, 1866.
Ashburnham, 1855, 1880.
Ashby, 1882.
Ashfield, 1882.
Ashland, 1878.
Athol, 1848, 1854, 1868, 1880.
Attleborough, 1849, 1851, 1862, 1873.
Ayer, 1871, 1879.
Barnstable, 1851, 1857, 1872 (Hyannis), 1849, 1856, 1878.
Barre, 1854, 1872, 1882.
Becket, 1865, 1876.
Bedford, 1857, 1880.
Belchertown, 1868, 1875.
Bernardston, 1858, 1872, 1882.
Beverly, 1870.
Billerica, 1859, 1868, 1882.
Blackstone, 1851, 1870.
Boston, 1852.
Bradford, 1877.
Brewster, 1850, 1855, 1881.
Bridgewater, 1845, 1855, 1863.
Brimfield, 1860, 1876, 1881.
Brookfield, 1857.
Cambridge, 1852.
Charlemont, 1847, 1870, 1879.
Charlestown, 1852.
Chatham, 1845, 1860.
Chelsea, 1855.
Cheshire, 1874.
Chester, 1872.
Chicopee, 1852, 1882.
Clinton, 1866, 1876, 1881.
Cohasset, 1874.
Concord, 1847, 1877.
Conway, 1853, 1864.
Cummington, 1862, 1873.
Dana, 1870.
Dartmouth, 1864.
Dedham, 1859.
Deerfield, 1852.
Dennis, East, 1864.
Dennis, South, 1867.
Dudley, 1865.
Easthampton, 1863.
Eastham, 1879.
Easton, North, 1867.
Edgartown, 1848, 1861, 1879.
Enfield, 1880.
Fairhaven, 1858, 1881.
Fall River, 1852, 1866, 1882.
Falmouth, 1850, 1861, 1868, 1882.
Fitchburg, 1845, 1850, 1862, 1875, 1880.
Foxborough, 1857, 1881.
Framingham, 1850, 1857, 1882.
Franklin, 1854, 1877.
Gardner, South, 1858.
Gloucester, 1872, 1878.
Grafton, 1846.
Granby, 1882.
Great Barrington, 1847, 1859.
Greenfield, 1849, 1863.
Groton, 1849, 1856.
Hadley, 1850, 1864.
Hardwick, 1859, 1879.
Harwich, 1846, 1877.
Hatfield, 1865, 1873.
Haverhill, 1853, 1858, 1869.
Hingham, 1868.
Hinsdale, 1869.
Holliston, 1852.
Holmes' Holl, 1869.
Holyoke, 1862, 1877.
Hopkinton, 1854.
Hubbardston, 1849, 1860, 1881.
Hudson, 1880.
Ipswich, 1874.
Kingston, 1856.
Lancaster, 1854.
Lanesborough, 1879.
Lawrence, 1851, 1862, 1873.
Lee, 1846, 1854, 1864, 1882.
Leicester, 1863.
Lenox, 1850.
Leominster, 1852, 1857, 1874, 1882.
Leverett, 1882.
Littleton, 18 5.
Longmeadow, 1863.
Lowell, 1852, 1867.
Ludlow, 1879.
Lunenburg, 1853.
Malden, 1853.

Mansfield, 1854, 1879.
Marlborough, 1856, 1867, 1871.
Marshfield, 1879.
Maynard, 1873.
Medfield, 1882.
Medway, 1850, 1871, 1880.
Medway, West, 1863.
Merrimac, 1881.
Middleborough, 1853, 1877.
Milford, 1850, 1858, 1861.
Millbury, 1853.
Monson, 1850, 1870.
Montague, 1855, 1870, 1880.
Monterey, 1879.
Nantucket, 1853, 1874.
Natick, 1853, 1864, 1870, 1880.
Needham, 1867
New Bedford, 1853.
Newburyport, 1854.
New Marlborough, 1866.
New Salem, 1846, 1873.
Newton, 1851, 1864.
North Adams, 1869, 1881.
Northampton, 1857, 1869.
Northborough, 1851, 1860.
Northbridge, 1881.
North Bridgewater, 1868.
North Brookfield, 1852, 1859.
Northfield, 1871, 1881.
Norton, 1857.
Orange, 1866, 1875.
Orleans, 1853, 1861, 1875.
Oxford. 1853.
Pepperell, 1850, 1866, 1881.
Peru, 1878.
Petersham, 1851, 1876.
Pittsfield, 1845, 1851, 1854, 1857, 1871, 1882.
Plainfield, 1880.
Plymouth, 1850, 1881.
Princeton, 1882.
Provincetown, 1858, 1869, 1881.
Quincy, 1847.
Randolph, 1854, 1865.
Reading, 1882.
Rehoboth, 1880.
Rockland, 1881.
Rockport, 1882.
Roxbury, 1852, 1854.
Royalston, 1851.
Rutland, 1855, 1878.
Salem, 1854.
Salisbury, 1873, 1882.
Sandisfield, 1874.
Sandwich, 1849, 1871.
Saugus, 1881.
Sheffield, 1852, 1861, 1876.
Shelburne Falls, 1861, 1868, 1876, 1881.
Shrewsbury, 1855.
Somerset, 1882.
Southampton, 1879.
Southbridge, 1851, 1872.
South Hadley, 1867.
Stoughton, 1851, 1866, 1879.
Spencer, 1881.
Sunderland, 1848.
Swampscott, 1865.
Taunton, 1846, 1865.
Templeton, 1853, 1874.
Townsend, 1859.
Truro, 1857.
Tyringham, 1881.
Uxbridge, 1862, 1878, 1882.
Waltham, 1860.
Ware, 1851, 1856, 1864, 1873.
Wakefield, 1872.
Webster, 1859.
Wellfleet, 1859, 1871.
Westborough, 1858, 1877.
West Brookfield, 1877.
West Boylston, 1880.
Westfield, 1855.
Westford, 1863.
West Newbury, 1871.
West Stockbridge, 1873.
Weymouth, 1861, 1878.
Whately, 1878.
Wilbraham, 1861, 1881.
Williamsburg, 1856, 1881.
Williamstown, 1862, 1872.
Winchendon, 1856, 1867, 1878.
Winchester, 1881.
Woburn, 1852.
Worcester, 1852, 1854.
Worthington, 1882.
Wrentham, 1852.
Yarmouth, 1855, 1862, 1865.

County teachers' associations to receive twenty-five dollars for annual meetings. 1864, 58, §§ 1, 2. 1880, 93.

SECT. 4. When a county association of teachers and others holds an annual meeting of not less than one day, for the express purpose of promoting the interests of public schools, it shall receive twenty-five dollars from the commonwealth upon filing with the governor a certificate, under oath, of its president and secretary that a meeting has been so held.

Massachusetts Teachers' Association to receive three hundred dollars annually. Res. 1880, 30.

SECT. 5. Subject to the approval of the board of education, there shall annually be allowed and paid, out of that half of the income of the school fund not apportioned for distribution to cities and towns, to the president or treasurer of the Massachusetts Teachers' Association, three hundred dollars, to be applied to the purposes of said association.

State aid to county associations of teachers was first granted in 1848. There are now eleven of these associations, and the sum of three hundred dollars is annually appropriated for their support. Although these institutions are not under the control of the State authorities, they co-operate with the Teachers' Institutes in accomplishing the same objects.

CHAPTER 43.

OF THE SCHOOL FUNDS.

MASSACHUSETTS SCHOOL FUND.

SECTION

1. School fund, how invested. Income only to be used.
2. Commissioners to manage same, and report to general court.
3. Distribution of one-half of income among towns, etc. Appropriations for educational purposes to be paid from other half. Balance to be added to principal.
4. Income, at what time to be apportioned and paid.
5. Distribution of income not to be made to towns, etc., which do not comply with law.
6. Income received by towns, etc., how applied.

INDIAN SCHOOL FUND.

7. Certain towns, how to apply money received from distribution of Indian school fund.
8. School-houses on Indian lands to belong to towns.

TODD NORMAL SCHOOL FUND.

9. Todd fund, how applied.

MASSACHUSETTS SCHOOL FUND.

School fund, how invested. Income only to be used. G. S. 36, § 1. 1866, 53.

SECTION 1. The present school fund of the commonwealth, together with such additions as may be made thereto, shall constitute a permanent fund, to be called the "Massachusetts School Fund;" the principal of which shall not be diminished, and the income of which, including the interest on notes and bonds taken for sales of Maine lands and belonging to said fund, shall be appropriated as hereinafter provided.

History of the Fund.

The Massachusetts School Fund was established by the Legislative Acts of 1834, chap. 169, providing that "all moneys in the treasury derived from the sale of lands in the State of Maine, and from the claims of the State on the Government of the United States for military services, and not otherwise appropriated, together with fifty per centum of all moneys thereafter to be received from the sale of lands in Maine, shall be appropriated to constitute a permanent fund for the aid and encouragement of common schools, provided that said fund shall not exceed one million dollars."

In 1854 (chap. 300) an important act was passed, providing for the increase of the fund by the transfer "of such a number of the shares held by the Commonwealth in the Western Railroad Corporation, as will, at the rate of one hundred dollars a share, increase the principal of said fund to the amount of one million five hundred dollars."

Again, by chap. 154 of the Acts of 1859, it was provided in sect. 3, that "all the avails of the moiety of the sales of public lands which by the provisions of the seventeenth chapter of the resolves of the year one thousand eight hundred and fifty-seven inure immediately to the use of the Commonwealth, and the use of which is not otherwise provided for in this act, shall be added to the principal of the Massachusetts School Fund." Provision was thus made for the indefinite enlargement of the amount which the common schools would annually receive from the treasury of the State. Had this legislation been permitted to stand, the school fund would have been increased to the sum of five million of dollars, and thus the Commonwealth would have stood foremost in the Union in the provisions for the free and impartial education of her children.

Up to this period the legislation of the State had been liberal and generous to the common schools, and to the general educational interests of the Commonwealth.

The first adverse act was in 1861, when the sum of $232,790 was diverted from the fund by the gift of land in the Back Bay to the Massachusetts Institute of Technology and the Boston Society of Natural History; the fund which had been solemnly set apart and pledged for the support of the schools and for general educational purposes. But under the exigency of the case, and the necessity of providing means for the payment of the large sums raised by the State for the recruiting and sending forward troops, in 1864, chap. 313, the legislature created a fund by the issue of State scrip, not exceeding ten million dollars, to be called the Massachusetts Bounty Fund, and created a sinking fund for the payment. Towards this sinking fund the legislature appropriated all the receipts from the sale of Back Bay lands, less the expense of commissioners and of filling and preparing the lands for sale, including the portion now by law made payable to the Massachusetts school fund as soon as said school fund shall have reached the sum of $2,000,000. The whole amount paid under this statute into the school fund was $456,930.06, "or less than fifteen per cent. of the estimated profits of the enterprise."

Thus no provision has been made for the increase of the school fund to meet the natural growth of the population, and the increasing demand which must of necessity be made for the support of our educational institutions. And Massachusetts must, in some way, increase her school fund, if she desires to keep pace with her sister States in the higher education demanded by the spirit of the times, and the progress of the age.

The method of distribution of the income of this fund was provided for by the legislature of 1835, which method was amended by the legislature of 1839; and again subsequently, by the legislatures of 1846 and 1849. An act of 1854, increasing the fund, provides for the distribution of one-half of the annual income of said fund to "the use and support of common schools," and for appropriating the other half to "general educational purposes." It also provided that in case said half (the last mentioned) of said annual income shall in any year exceed the sums so drawn from the treasury in such year, the surplus shall be carried to account of the principal of said fund, and added thereto until said principal shall amount to the sum of two million dollars.

Under the fourth section of this chapter the money distributed by the State is held by the treasurers of the respective towns subject to the order of the school committee of each town. Three-fourths of the income must be applied by the committees to the support of schools, and the whole may be.

The income received from the State is not subject to a vote of the town, nor is it necessarily divided in the same manner as money raised by local taxation. Under this section it becomes the duty of each town treasurer to open an account with the school committee, and to hold the funds received from the State subject to their order.

The establishment of the school fund in connection with the organization of the Board of Education has wrought a reformation in the character of the public schools. Although it was not the purpose of the legislature in establishing the fund to relieve the towns from the support of their schools, it was the purpose to furnish aid and encouragement. By furnishing this material aid, the State established a necessary relation between its own control and the control of the towns over the management of the public schools.

With the fund it is possible to obtain accurate and full returns, and to communicate to the legislature and to the people all the material facts relating to the condition of the public schools. It enables the authorities to execute the school laws, and to establish a uniform system of schools throughout the Commonwealth. It greatly aids the towns in supporting such schools as the statute requires the towns to maintain.

SECT. 2 The secretary of the board of education and the treasurer shall be commissioners, whose duty it shall be to invest and manage the fund, and report annually to the general court the condition and income thereof. All new investments of the fund, or of any part of the same, shall be made with the approval of the governor and council.

Commissioners to manage same, and report to general court.
1866, 53.

SECT. 3. One-half of the annual income of the fund shall be apportioned and distributed without a specific appropriation for the support of public schools, and in the manner following: to wit, every town complying with all laws in force relating to the distribution of said income, and whose valuation of real and personal estate, as shown by the last returns thereof, does not exceed one million dollars, shall annually receive two hundred dollars; every such town, whose valuation is more than one million, and does not exceed three million dollars shall receive one hundred and fifty dollars; and every such town, whose valuation is more than three million, and does not exceed five million dollars, shall receive one hundred dollars. The remainder of said half shall be distributed to all the cities and towns whose valuation does not exceed ten million dollars, in proportion to the number of persons between five and fifteen

Distribution of one-half of income among towns, etc. Appropriations for educational purposes paid from other half. Balance to be added to principal.
1874, 348, §§ 1, 2.

years of age belonging to each. All money appropriated for other educational purposes, unless otherwise specially provided, shall be paid from the other half of said income. If the income in any year exceeds such appropriations, the surplus shall be added to the principal of said fund.

Income, at what time to be apportioned and paid. G. S. 36, § 3. 1867, 98.

SECT. 4. The income of said fund, appropriated to the support of public schools, which has accrued on the thirty-first day of December in each year, shall be apportioned by the secretary and treasurer in the manner provided in the preceding section, and paid over by the treasurer to the treasurers of the several cities and towns on the twenty-fifth day of January thereafter.

Distribution of income not to be made to towns, etc., which do not comply with law. 1865, 142, § 1. 1866, 208, § 2. 1878, 234, § 1.

SECT. 5. No such apportionment and distribution shall be made to a city or town which has not maintained a school as required by section one of chapter forty-four; or which, if containing the number of families or householders required by section two of said chapter, has not maintained, for at least thirty-six weeks during the year, exclusive of vacations, a high school such as is mentioned therein; or which has not made the returns required by sections six and eight of chapter forty-six, and complied with the laws relating to truancy; or which has not raised by taxation for the wages and board of teachers, fuel for the schools, and care of fires and school-rooms during the school year embraced in the last annual returns, a sum not less than three dollars for each person between the ages of five and fifteen years belonging to such city or town on the first day of May of said school year.

Income received by towns, etc., how applied. G. S. 36, § 4.

SECT 6. The income of said fund received by the several cities and towns shall be applied by the school committees thereof to the support of the public schools therein; but said committees may, if they see fit, appropriate therefrom any sum, not exceeding twenty-five per cent. of the same, to the purchase of books of reference, maps, and apparatus for the use of said schools.

INDIAN SCHOOL FUND.

Certain towns, how to apply money received from the distribution of Indian school fund. 1870, 350, § 1.

SECT 7. Each of the towns of Mashpee, Gay Head, Edgartown, Tisbury, Sandwich, and Plymouth, shall, at its discretion, apply, for the benefit of that portion of its inhabitants formerly called Indians, the money heretofore received by it from the distribution of the school fund for Indians, derived from the surplus revenue of the United States.

School-houses on Indian lands to belong to towns. 1870, 350, § 2.

SECT. 8. The school-houses heretofore erected by the commonwealth upon Indian lands shall continue to be the property of the towns within which they are severally situated.

From the internal revenue distributed to the several States by the general government, Massachusetts reserved $2,500 to be called "The Indian School Fund," the income of which was to be used for the support of schools among the Indians in certain towns of the State. In 1869 the Indians were made citizens.

In 1870 a distribution of that fund was made to those towns, and the towns were required "to apply, at their discretion, for the benefit of that portion of their inhabitants formerly called Indians, the money" so received.

TODD NORMAL SCHOOL FUND.

SECT. 9. The income of the Todd fund shall be paid to the treasurer of the board of education, to be applied by said board to specific objects, in connection with the normal schools, not provided for by legislative appropriation.

Todd fund, how applied. G. S. 36, § 7. 1862, 83, § 1.

See chap. 41, sect. 2.

CHAPTER 44.

OF THE PUBLIC SCHOOLS.

PUBLIC SCHOOLS.

SECTION

1. Each town to have school six months in a year. Branches to be taught.
2. High school in towns of five hundred families. Branches taught. Duration of school. Towns of four thousand inhabitants.
3. High school districts in adjacent towns, how established.
4. Committee, how chosen. Powers.
5. to determine location of schoolhouse.
6. Expenses apportioned.
7. Industrial and mechanical drawing to be taught free to persons over fifteen, etc.
8. Industrial schools; expense of same; no scholar to be compelled to study a trade, unless, etc.
9. Nautical schools.
10. Union schools may be established by two or more towns.
11. how located, managed, supported, etc.
12. Schools for those over twelve years of age.
13. under superintendence of school committee.
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17. Towns to raise money for schools.
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46. Towns not districted to maintain school-houses, etc. Penalty for neglect.
47. Location of school-houses.
48. Land may be taken for school-house lots; damages, etc.
49. Owner of land may have jury. Proceedings. Damages and costs.
50. Committee of town not districted to have charge of school-houses.
51. Provisions of chapter to apply to cities, except, etc.

PUBLIC SCHOOLS.

Each town to have school six months in a year. Branches taught. G. S. 38, § 1. 1862, 7. 1870, 248, § 1. 1876, 3, § 1. 10 Met 508.

SECTION 1. In every town there shall be kept, for at least six months in each year, at the expense of said town, by a teacher or teachers of competent ability and good morals, a sufficient number of schools for the instruction of all the children who may legally attend public school therein, in orthography, reading, writing, English grammar, geography, arithmetic, drawing, the history of the United States, and good behavior. Algebra, vocal music, agriculture, sewing, physiology, and hygiene shall be taught, by lectures or otherwise, in all the public schools in which the school committee deem it expedient.

The school committee of a town are to determine what is a "sufficient number" of schools for a town to maintain. [Chief Justice Shaw uses the following language:] —

"There being no specific direction how schools shall be organized, how many schools shall be kept, what shall be the qualifications for admission to the schools, the age at which children may enter, the age to which they may continue, — these must all be regulated by the committee under their power of general superintendence" — 5 Cushing, 207.

It is competent for teachers, with the approval of the school committee, to require pupils to prepare other exercises, and to pursue other studies than those named in this section, if they are clearly included in those required, — as composition-writing is included in orthography and in grammar.

High schools in towns of five hundred families. Branches taught. G. S. 38, § 2. 1868, 226.

SECT. 2. Every town may, and every town containing five hundred families or householders, according to the latest public census taken by the authority either of the commonwealth or of the United States, shall, besides the schools prescribed in the preceding section, maintain a high school to be kept by a master of competent ability and good morals, who, in addition to the branches of learning before mentioned, shall give instruction in general history, book-keeping, surveying, geometry, natural philosophy, chemistry, botany, the civil polity of this commonwealth and of the United States, and the Latin language. Such high school shall be kept for the benefit of all the inhabitants of the town, ten months, at least, exclusive of vacations, in each year, and at such convenient place or alternately at such places in the town as the legal voters at their annual meeting determine And in every town containing four thousand inhabitants, the teacher or teachers of the schools required by this section shall, in addition to the branches of instruction before required, be competent to give instruction in the Greek and French languages, astronomy, geology, rhetoric, logic, intellectual and moral science, and political economy.

Duration of school. Towns of four thousand inhabitants. 16 Mass. 141. 10 Met. 508 11 Cush. 178. 98 Mass. 589.

The term *may* applies to both grades of high schools. The law establishing the two grades named in this section was passed in 1826. There are now in the State 221 high schools. By the last census, 133 cities and towns are required to maintain high schools, 84 of the higher, and 49 of the lower grade. There are 10 towns which support more than one high school. By the last census, the population of the State is 1,783,086. The population of the towns supporting high schools is 1,619,636, or $90\frac{8}{10}$ per cent. of the whole population.

High school districts in adjacent towns, how established. G S. 38, § 3. 103 Mass. 99.

SECT. 3. Two adjacent towns, having each less than five hundred families or householders, may form one high school district for establishing such a school as is contemplated in the preceding section, when a majority of the legal voters of each town, in meetings called for that purpose, so determine.

Committee, how chosen. Powers. G. S. 38, § 4.

SECT. 4. The school committees of the two towns so united shall elect one person from each of their respective boards, and the two so elected shall form the committee for the management and control of such school, with all the powers conferred upon school committees and prudential committees.

to determine location of school-house. G. S. 38, § 5.

SECT. 5. The committee thus formed shall determine the location of the school-house authorized to be built by the towns forming the district, or, if the towns do not determine to erect a house, shall authorize the location of such school alternately n the two towns.

Expenses apportioned. G. S. 38, § 6.

SECT 6. In the erection of a school-house for the permanent location of such school, in the support and maintenance of the school, and in all incidental expenses attending the same, the proportions to be paid by each town, unless otherwise agreed upon, shall be according to its proportion of the county tax.

Industrial and mechanical drawing to be taught free to persons over fifteen years of age. 1870, 248, § 2.

SECT 7. Any town may, and every city and town having more than ten thousand inhabitants shall, annually make provision for giving free instruction in industrial or mechanical drawing to persons over fifteen years of age, in either day or evening schools, under the direction of the school committee.

Industrial schools may be established by towns, etc., under superintendency of school committee. 1872, 86.

SECT 8. A town may establish and maintain one or more industrial schools, which shall be under the superintendence of the school committee, who shall employ the teachers, prescribe the arts, trades, and occupations to be taught therein, and have the general control and management thereof; but they shall not expend for any such school an amount exceeding the appropriation specifically made therefor, and shall not compel any scholar to study any trade, art, or occupation without the consent of his parent or guardian; and attendance upon such school shall not take the place of the attendance upon public schools required by law.

Cities and towns may establish nautical schools in ships or on shore. 1878, 159.

SECT. 9. A town may establish and maintain, upon shore or upon ships or other vessels at the option of the school committee, one or more schools for training young men or boys in nautical duties; such schools shall be subject to the provisions of the preceding section, except that the school committee may excuse boys attending such nautical schools from attendance on other schools.

Union schools may be established by two or more towns. 1868, 278, § 1.

SECT. 10. Two or more towns may, by a vote of a majority of the legal voters in each town, unite in establishing union schools for the accommodation of such contiguous portions of each as shall be mutually agreed upon.

how managed, located, supported, etc. 1868, 278, § 2. 103 Mass. 99.

SECT 11. The management and control of such schools, the location of the same or of the school-houses therefor, and the apportionment of the expenses of erecting such school-houses and of the support and maintenance of said schools, with all expenditures incident to the same, shall be governed by the provisions of sections four, five, and six.

Schools may be maintained for those over twelve years of age. G. S. 38, § 7. 1869, 305. 10 Allen, 149.

SECT. 12. A town may establish and maintain, in addition to the schools required by law to be maintained therein, schools for the education of persons over twelve years of age; may determine the term or terms of time in each year and the hours of the day or evening during which said school shall be kept; and may appropriate such sums of money as may be necessary for the support thereof.

under superintendence of committee. G. S. 38, § 8.

SECT. 13. When a school is so established, the school committee shall have the same superintendence over it as they have over other schools, and shall determine what branches of learning may be taught therein.

SECT. 14. In every public school having an average of fifty scholars, the school district or town to which such school belongs, shall employ one or more female assistants, unless such district or town votes to dispense with such assistant.

Female assistants.
G. S. 38, § 9.

It would be well for the schools if the wise provision made by this statute was always observed. Great waste will be produced whenever a larger number of pupils than can be well taught, are assigned to one teacher. Fifty pupils is the maximum number.

SECT. 15. It shall be the duty of the president, professors, and tutors of the university at Cambridge and of the several colleges, of all preceptors and teachers of academies, and of all other instructors of youth, to exert their best endeavors to impress on the minds of children and youth committed to their care and instruction the principles of piety and justice and a sacred regard to truth; love of their country, humanity, and universal benevolence; sobriety, industry, and frugality; chastity, moderation, and temperance; and those other virtues which are the ornament of human society and the basis upon which a republican constitution is founded; and it shall be the duty of such instructors to endeavor to lead their pupils, as their ages and capacities will admit, into a clear understanding of the tendency of the above-mentioned virtues to preserve and perfect a republican constitution and secure the blessings of liberty as well as to promote their future happiness, and also to point out to them the evil tendency of the opposite vices.

Duty of instructors in colleges, etc.
Constitution, c. 5, § 2.
G. S. 38, § 10.
12 Allen, 127.

SECT. 16. The resident ministers of the gospel, the selectmen, and the school committees shall exert their influence and use their best endeavors that the youth of their towns shall regularly attend the schools established for their instruction.

of ministers and town officers.
G. S. 38, § 11.
101 Mass. 143.

This provision of the constitution contains an emphatic expression of the will of the people concerning the introduction of the moral element into all our public instruction. By it the teachers of science, as well as of religion, are enjoined to train the young under their care to the practice of every virtue. This provision, sanctioned and enforced by the popular will, has produced a most marked effect upon the spirit of our educational institutions.

SECT. 17. The several towns shall at their annual meetings, or at a regular meeting called for the purpose, raise such sums of money for the support of schools as they judge necessary; which sums shall be assessed and collected in like manner as other town taxes.

Towns to raise money for schools.
G. S. 38, § 12.
10 Met. 513.

School funds of corporations not affected, etc. G. S. 38, § 13.

SECT. 18. Nothing contained in this chapter shall affect the right of any corporation established in a town to manage any estate or funds given or obtained for the purpose of supporting schools therein, or in any wise affect such estate or funds.

Forfeiture for neglect to raise money, etc. G. S. 38, § 14. 11 Cush. 178.

SECT. 19. A town which refuses or neglects to raise money for the support of schools as required by this chapter shall forfeit a sum equal to twice the highest sum ever before voted for the support of schools therein. A town which refuses or neglects to choose a school committee to superintend its schools, or to choose prudential committees in the several districts, when it is its duty to choose such prudential committees, shall forfeit not less than five hundred nor more than one thousand dollars to be paid into the treasury of the county.

three-fourths of, appropriated to schools. G. S. 38, § 15.

SECT. 20. Three-fourths of any forfeiture so paid shall be paid by the county treasurer to the school committee, if any, otherwise to the selectmen of the town from which it is recovered, who shall apportion and appropriate the same to the support of the schools of such town in the same manner as if it had been regularly raised by the town for that purpose.

By the seventeenth section the towns are required to raise such sums of money for the support of schools as they judge necessary. The town is to judge of the needed expenditure. The annual report of the school committee will furnish the data on which the judgment of the town is to be based. An estimate of the amount of money needed to carry on the schools for the year should be made by the committee and presented to the town at its annual meeting. It would be well to make the estimate in detail as follows: —

1. For support of schools, including wages and board of teachers, fuel care of fires and school-rooms.
2. Repairs.
3. Apparatus, books of reference, etc.
4. Incidentals, as school-room supplies, pails, brooms, crayons, erasers, etc.

The towns have authority to raise money for the support of all schools that may properly be called town schools. See decision below.

" The court are of opinion that the provision in the statutes which provides the small amount of schooling which towns are *compelled* to provide for under a penalty, is not a definition or limit of the public schools which they have *authority* to provide for by taxation; but that the provision is to be taken in connection with the broader power given to towns to grant and vote money, as they shall judge necessary, for the support of schools, and also with the whole course of policy and of legislation upon the same subject. This power is to be exercised in good faith for the support of 'town schools,' as that term is well known and understood, for the general benefit, and not colorably for the promotion of other and different objects." — *Metcalf*, vol. 10, page 520.

In the case of The Commonwealth *vs.* the Inhabitants of Sheffield (11 Cushing, 178), it was held that the offence contemplated by the statutes on which the 19th and 20th sections of this chapter are founded, could be committed only once a year — that the calendar year is intended.

SECT. 21. Every town shall, at its annual meeting, or at a meeting appointed and notified by the selectmen for the purpose and held in the same month in which the annual meeting occurs, choose by written ballots a school committee, which shall have the general charge and superintendence of all the public schools in the town. Said committee shall consist of any number of persons divisible by three which said town has decided to elect, one-third thereof to be elected annually, and to continue in office three years. No person shall be deemed to be ineligible to serve upon a school committee by reason of sex. If a town fails or neglects to choose such committee, an election at a subsequent meeting shall be valid.

School committee, how chosen, etc.
Women to be eligible.
G. S. 38, § 16.
1874, 389.
1879, 223, § 4.
23 Pick. 225.
5 Cush. 207.
8 Cush. 160.
12 Gray, 61.
10 Allen, 149.
12 Allen, 127.
101 Mass. 143.
105 Mass. 475.

[The school law of 1826, chap. 170, sect. 1, first required towns to elect a school committee.]

[By the statutes of 1827, chap. 143, sect. 5, every town was required to elect three, five, or seven persons, and towns containing four thousand inhabitants were empowered to choose an additional number not exceeding seven.]

[The act of 1857, chap. 270, changed the number to three or some multiple of three, and each member after the first election was to hold office for three years.]

By sect. 21 the committee have general charge and superintendence of the schools. In the absence of express legal provisions, it has been decided that "the power of general superintendence vests a plenary authority in the committee to arrange, classify and distribute pupils in such a manner as they think best adapted to their general proficiency and welfare. If they should judge it expedient to have a grade of schools for children from seven to ten, and another for those from ten to fourteen, it would seem to be within their authority to establish such schools. So to separate male and female pupils into different schools. The law has vested the power in the committee to regulate this system of distribution and classification; and when this power is *reasonably* exercised without being abused or perverted by colorable pretences, the decision of the committee must be deemed conclusive." 5 Cush. 208.

The general school committee of a city or town have power, under the laws of this Commonwealth, in order to maintain the purity and discipline of the public schools, to exclude therefrom a child whom they deem to be of a licentious and immoral character, although such character is not manifested by any acts of licentiousness or immorality within the school. 8 Cush. 160.

The school committee has authority not subject to revision if exercised in good faith, to exclude a pupil from a public school for misconduct which injures its discipline and management; and the expulsion of such a pupil from the school by a part of the committee, unanimously ratified afterwards by the full committee, is not an irregularity in the exercise of the authority, which gives the pupil a right of action against the town. 105 Mass. 475.

Vacancies, how filled. G. S. 38, § 17.

SECT. 22. If a person elected a member of the school committee, after being duly notified of his election in the manner in which town officers are required to be notified, refuses or neglects to accept said office, or if a member of the committee declines further service, or, from change of residence or otherwise, becomes unable to attend to the duties of the committee, the remaining members shall, in writing, give notice of the fact to the selectmen of the town, or to the mayor and aldermen of the city, and the two boards shall thereupon, after giving public notice of at least one week, proceed to fill such vacancy; and a majority of the ballots of persons entitled to vote shall be necessary to an election.

When whole committee decline, new committee how elected. G. S. 38, § 18.

SECT. 23. If all the persons elected members of the school committee, after such notice of their election, refuse or neglect to accept the office, or having accepted afterwards decline further service, or become unable to attend to the duties of the committee, the selectmen or the mayor and aldermen shall, after giving like public notice, elect by ballot a new committee, and the votes of a majority of the entire board of selectmen, or of the mayor and aldermen, shall be necessary to an election.

"To constitute a valid election, in case of vacancy, the person elected must have received a number of votes equal to a majority of all the persons entitled to vote; that is, if there were in a town five selectmen and five remaining members of the school committee, there would be ten persons entitled to vote; and six votes would be necessary to an election, even though only eight, or seven, or six votes should be cast. The same rule also applies when, under the authority given in the twenty-third section, the mayor and aldermen of a city, or the selectmen of a town, proceed to elect an entire board of school committee. An article 'to choose all necessary town officers' is notice only of those elections that are provided for by the standing laws. Hence it follows that vacancies occurring after the warrant for the annual election is issued, and before the election is held, cannot be filled at that meeting. In such case the vacancy must be filled by the conventions provided for in the twenty-second and twenty-third sections of this chapter."

"The following case was once submitted to the department. The annual meeting of a town was held on the fifth of March. Before the election of members of the school committee, the meeting adjourned to the first Monday of April. About the twentieth of March a member of the school committee, whose term would have expired in 1861, resigned. On the twenty-seventh of March the remaining members of the committee and the selectmen, after giving due notice, elected a person to fill the vacancy."

At the meeting in April, it being an adjournment of the March meeting, and acting under an article in the warrant "to choose all necessary town officers" the town elected a different person to fill the vacancy. The attorney-general gave an opinion that the election by the town was not valid, and that the person elected in convention was entitled to the seat.

Term of service of person filling vacancy. G. S. 38, § 19.

SECT. 24. The term of service of every member elected in pursuance of the provisions of the two preceding sections shall end with the municipal or official year in which he is chosen; and if the vacancy which he was elected to fill was for a longer period, it shall, at the first annual election after the occurrence of the vacancy, be filled in the manner prescribed for original elections of the school committee.

On election of new board, certain duties of old to continue. G. S. 38, § 20. 1865, 134.

SECT. 25. All the members of the school committee shall continue in office for the purpose of superintending the winter terms of the several schools, and of making and transmitting the certificate, returns, and report of the committee, notwithstanding the election of any successor at the annual meeting;

but for all other duties, the term of office shall commence immediately after election; except that, in cities where no different provision has been specifically made, the term of office of members of the school committee shall commence at the time provided in regard to members of the several city councils.

Committee, how increased or diminished. G. S. 38, § 21.

SECT. 26. A town may, at its annual meeting, vote to increase or diminish the number of its school committee. Such increase shall be made by adding one or more to each class to hold office according to the tenure of the class to which they are severally chosen. Such diminution shall be made by choosing, annually, such number as will in three years effect it, and a vote to diminish shall remain in force until the diminution under it is accomplished.

By this statute a town may increase its school committee by adding an equal number to each of its three classes, and this may be done at any annual meeting named for that purpose. It will, however, require three years to effect a diminution, as members once duly elected cannot be deprived of their offices. During the time required to make the diminution, it may occur that the committee will not always consist of some multiple of three.

Committee, records of; secretary. G. S. 38, § 22.

SECT. 27. The school committee shall appoint a secretary and keep a permanent record book, in which all its votes, orders, and proceedings shall by him be recorded.

to contract with teachers, unless, etc. G. S. 38, § 23. 4 Cush. 599. 9 Allen, 94. 98 Mass. 587.

SECT. 28. The school committee, unless the town at its annual meeting determines that the duty may be performed by the prudential committee, shall select and contract with the teachers of the public schools; shall require full and satisfactory evidence of the good moral character of all teachers who may be employed; and shall ascertain, by personal examination, their qualifications for teaching, and their capacity for the government of schools.

The duty indicated in the 28th section is the most important one which the school committee is called to perform. It is necessary that the schools shall be supplied with good teachers; for whatever may be done by external agencies, a good school will never exist until it is created by a good teacher.

The committee are to find such teachers by examination. The most satisfactory examination will be made by observing a teacher at his work. If this cannot be done, the candidate may be examined by questions, which shall test his ability to teach the branches of learning to be pursued in the schools, also his ability to organize and control a school. Before a teacher is employed, the committee should be thoroughly satisfied that he has a good moral character, and that he has a good method of teaching morals to his pupils.

Teachers to receive and file certificate; when and how paid. G. S. 38, § 24.

SECT. 29. Every teacher of a town or district school shall, before he opens such school, obtain from the school committee a certificate in duplicate of his qualifications, one of which shall be deposited with the selectmen before any payment is made to such teacher on account of his services; and upon so filing such certificate, the teacher of any public school shall be entitled to receive, on demand, his wages due at the expiration of any quarter, or term longer or shorter than a quarter, or upon the close of any single term of service, subject to the conditions specified in section fifteen of chapter forty-six.

may be dismissed, etc. G. S. 38, § 25. 12 Gray, 399. 9 Allen, 94.

SECT. 30. The school committee may, when they think proper, dismiss any teacher from employment, and such teacher shall receive no compensation for services rendered after such dismissal.

No teacher should be allowed to enter upon the discharge of the duties of his office until he has obtained from the school committee a duplicate certificate of qualifications. He must deposit one copy with the selectmen of the town; the other he must retain for his own reference. Until this is done the teacher has no authority either to teach or to control a school, nor will he be legally entitled to his wages.

"The power granted by the thirtieth section is absolute. It will often happen that a committee may be in possession of sufficient reasons to justify the dismissal of a teacher, and yet a wise public policy would avoid a disclosure of them. Experience has proved that this power is not liable to abuse. Committees are reluctant to take upon themselves the responsibility of dismissing a teacher, except in extreme cases."

School committees to visit schools at stated times, and once a month without previous notice to teachers; purpose of visits. G. S. 38, § 26. 1876, 186, § 1.

SECT. 31. The school committee, or some one or more of them, in each town where there is no superintendent of schools, shall for the purpose of organizing and making a careful examination of the schools, and of ascertaining that the scholars are properly supplied with books, visit all the public schools therein on some day during the first week after the opening of such schools, and on some day during the two weeks preceding the close of the same, and also, without giving previous notice thereof to the instructors, once in each month; and they shall at such examinations inquire into the regulation and discipline of the schools, and into the habits and proficiency of the scholars.

The requirements of this section are so plain as to leave no room for explanation.

Bible to be read in schools. Sectarian books excluded. 1862, 57. 1880, 176. 12 Allen, 127.

SECT. 32. The school committee shall require the daily reading in the public schools of some portion of the Bible, without written note or oral comment; but they shall not require a scholar, whose parent or guardian informs the teacher in writing that he has conscientious scruples against it, to read from any particular version, or to take any personal part in the reading; nor shall they direct to be purchased or used in the public schools school-books calculated to favor the tenets of any particular sect of Christians.

[It is the settled policy of the State to require the use of the Bible in the public schools, and since the passage of the act of 1855, there have been but few objections made.]

The duty of the committees is performed if they require the Bible to be read by the teachers as a part of the morning devotional service. The law does not prescribe, as a rule from which there are to be no deviations, that every pupil who may be able to read the Bible shall be required to do so. In this respect a discretion is vested in the committees.] No sectarian books are used in the schools.

Committee to direct what books shall be used in public schools, and prescribe course of studies. 1876, 47, § 1. 1881, 193, § 1.

SECT. 33. The school committee shall direct what books shall be used in the public schools, and shall prescribe, as far as is practicable, a course of studies and exercises to be pursued therein. These exercises may, at the discretion of the committee, include calisthenic, gymnastic, and military drill: *provided*, that no special instructors shall be employed to teach gymnastic, calisthenic, or military drill, except by a two-thirds vote of the committee present and voting thereon. But no pupil shall be required to take part in any military exercise in case he, his parent or guardian, notifies the school committee that he or such parent or guardian has conscientious scruples against such exercise, or believes it would be injurious to the health of said pupil.

It is necessary that the schools of every town shall have a definite and well arranged course of studies.

The topics introduced into the course should be such as will lead the learner to obtain useful knowledge, and such also as will furnish occasions for that activity of the mind which will produce the best mental development. The topics should be so arranged in the course that they will hold a logical relation to one another, and will be adapted to the wants of the minds of the pupils as their powers are developed.

SECT. 34. A change may be made in the school-books used in the public schools in a town by a vote of two-thirds of the whole school committee thereof at a meeting of said committee, notice of such intended change having been given at a previous meeting.

Committee may change books by two-thirds vote of whole committee. 1876, 47, § 2.

SECT. 35. If a change is made as provided for in the preceding section, each pupil then belonging to the public schools and requiring the substituted book shall, on giving up a copy of the superseded book in condition fit to be used, be furnished with the substituted book by the school committee, at the expense of the town.

If change is made, new books to be furnished at expense of town, etc. 1876, 47, § 3. 1877, 24.

SECT. 36. Each school committee shall procure, at the expense of its town, a sufficient supply of text-books for its public schools, and shall give notice of the place where such books may be obtained. They shall be furnished to the pupils at such prices as merely to reimburse the expense of the same. The committee may also procure, a the expense of the town, in accordance with appropriations therefor previously made, such apparatus, books of reference, and other means of illustration as they deem necessary for the schools under their supervision.

Committee to procure text-books, apparatus, etc. G. S. 38, § 29. 13 Pick. 229.

SECT. 37. If a scholar is not furnished by his parent, master, or guardian with the requisite books, he shall be supplied therewith by the school committee at the expense of the town.

for certain scholars at expense of town. G. S. 38, § 30.

"Under sect. 36 the school committee may either buy the books on the credit of the town, or may buy them and thereby make themselves creditors of the town. The requisition that the school committee shall give notice of the place where such books may be obtained, is substantially complied with if the books are placed in the hands of the schoolmasters, with notice to the schools that they may be obtained of the masters." (13 Pick. 229.)

SECT. 38. The school committee shall give notice in writing to the assessors of the names of the scholars supplied with books under the provisions of the preceding section, of the books so furnished, the prices thereof, and of the names of the parents, masters, or guardians, who ought to have supplied the same. The assessors shall add the price of the books to the next annual tax of such parents, masters, or guardians; and the amount so added shall be levied, collected, and paid into the town treasury in the same manner as the town taxes.

Expense of books so supplied to be taxed to parents, etc. G. S. 38, § 31.

SECT. 39. If the assessors are of opinion that any parent, master, or guardian is unable to pay the whole expense of the books so supplied on his account, they shall omit to add the price of such books to his annual tax, or shall add only a part thereof, according to their opinion of his ability to pay.

If parents unable to pay, tax may be omitted. G. S. 38, § 32.

Text-books and stationery may be furnished by cities and towns to pupils in public schools. 1873, 106. 1878, 23.

SECT. 40. A city by ordinance, and a town by vote, may authorize its school committee to purchase text-books and stationery for use in the public schools, such text-books to be the property of the city or town, and to be lent to pupils under such regulations as the school committee may make.

The exercise of the power granted by sect. 38 makes the public school wholly *free*. Wherever the plan has been adopted of furnishing school supplies by the town, it has been found to save two-fifths of the expense ; to make a great saving of time in organizing the schools at the beginning of the term ; to prevent the wasteful and demoralizing use of books ; to greatly increase the amount of work accomplished by the pupils, and to increase the attendance from three per cent. to seven per cent. The plan is held in great favor wherever it has been tried.

Duty of committee where school is for benefit of whole town. G. S. 38, § 33.

SECT. 41. In any town containing five hundred families and in which a high school is kept as before provided, the school committee shall perform the duties in relation to such school, the house where it is kept, and the supply of all things necessary therefor, which the prudential committee may perform in a school district.

Compensation of committee. G. S. 38, § 34. 1873, 157.

SECT. 42. Each member of the school committee in cities shall be paid one dollar a day, and in towns two dollars and a half a day, for the time actually employed in discharging the duties of the office, together with such additional compensation as the city or town may allow, except as provided in the following section.

SUPERINTENDENTS OF PUBLIC SCHOOLS.

Superintendent of schools, appointment, duties, etc. G. S. 38, § 35. 1860, 101. 1870, 117. 1873, 108. 1874, 272.

SECT. 43. A city by ordinance, and a town by vote, may require the school committee annually to appoint a superintendent, who, under the direction and control of said committee, shall have the care and supervision of the public schools ; or the school committee of any city without such ordinance may appoint a superintendent by a majority vote of the whole board ; the compensation of the superintendent shall not be less than one dollar and fifty cents for each day of actual service, and shall be determined by the school committee, and, in cities without such ordinance, by a majority vote of the whole board ; in every city in which such ordinance is in force or in which a superintendent is appointed, and in every town in which a superintendent is appointed and which does not provide otherwise by vote, the school committee shall receive no compensation.

SECT. 44. Two or more towns may, by a vote of each, form a district for the purpose of employing a superintendent of public schools therein, who shall perform in each town the duties prescribed by law.

Towns may form a district for employment of superintendent of schools. 1870, 183, § 1.

SECT. 45. Such superintendent shall be annually appointed by a joint committee, composed of the chairman and secretary of the school committee of each of the towns in said district, who shall determine the relative amount of service to be performed by him in each town, and shall fix his salary and apportion the amount thereof to be paid by the several towns, and certify such amount to the treasurer of each town. Said joint committee shall, for said purposes, be held to be the agents of each town composing such district.

manner of appointment, salary, etc. 1870, 183, § 2.

It is the universal testimony of those best able to judge, that the schools of a country are good as their superintendence is good, and poor as their superintendence is inefficient. The cities and large towns of the Commonwealth have provided themselves with school superintendents. The small towns can provide themselves with these agents, under the provisions made in sect. 44. The experiment has been tried in two cases, and in both it has proved eminently successful. (Sect. 108.)

SCHOOL-HOUSES.

SECT. 46. Every town not divided into school districts shall provide and maintain a sufficient number of school-houses, properly furnished and conveniently located for the accommodation of all the children therein entitled to attend the public schools; and the school committee, unless the town otherwise directs, shall keep such houses in good order, and shall procure a suitable place for the schools, where there is no school-house, and provide fuel and all other things necessary for the comfort of the scholars therein, at the expense of the town. A town which for one year refuses or neglects to comply with the requirements of this section shall forfeit not less than five hundred nor more than one thousand dollars, to be paid, apportioned, and appropriated as provided in sections nineteen and twenty.

Towns not districted to maintain school-houses, etc. Penalty for neglect. G. S. 38, § 36. 1871, 145.

SECT. 47. A town, at a meeting legally called for the purpose, may determine the location of its school-houses, and adopt all necessary measures to purchase and procure land for the accommodation thereof.

Location of school-houses. G. S. 38, § 37. 109 Mass. 206. 127 Mass. 4.

SECT. 48. When land has been designated by a town, or by a school district or those acting under its authority, or has been determined upon by the selectmen of a town, as a suitable place for the erection of a school-house and necessary buildings, or for enlarging a school-house or school-house lot, the

Land may be taken for school-house lots; damages, etc. 1874, 342, § 1. 2 Gray, 414. 10 Gray, 40.

4 Allen, 508. 102 Mass. 512.

selectmen may proceed to select at their discretion, and to lay out a school-house lot or an enlargement thereof, and to appraise the damages to the owner of such land in the manner provided for laying out town ways and appraising damages sustained thereby; and upon the approval and adoption by the town of such selection and laying out of such lot, or of any enlargement thereof, the land shall be taken held, and used for such purpose. But no lot so taken or enlarged shall exceed in the whole eighty square rods, exclusive of the land occupied by the school buildings.

In accordance with the provision of sect. 46 it is the duty of the school committee of a town to keep the school-houses in a good condition for the convenience, comfort, and health of the children and their teachers. This implies that the school-houses are provided with a good site and situation; that they are furnished with proper heating and ventilation; that they are constructed so that the rooms shall have an abundance of light falling properly on the eyes of the children, and that they shall be of proper size to accommodate all who may rightfully occupy them.

Owner of land may have jury. Proceedings. Damages and costs. G. S. 38, § 39. 2 Gray, 414. 109 Mass. 225.

SECT. 49. When the owner feels aggrieved by the laying out or enlargement of such lot, or by the award of damages, he may, upon application therefor in writing to the county commissioners within one year thereafter, have the matter of his complaint tried by a jury, and the jury may change the location of such lot or enlargement, and assess damages therefor. The proceedings shall in all respects be conducted in the manner provided in cases of damages by laying out highways. If the damages are increased or the location changed by the jury, the damages and all charges shall be paid by the town; otherwise the charges arising on such application shall be paid by the applicant. The land so taken shall be held and used for no other purpose than that contemplated by this chapter, and shall revert to the owner, his heirs or assigns, upon the discontinuance there, for one year, of such school as is required by law to be kept by the town.

Committee of town not districted to have charge of school-houses. G. S. 38, § 40.

SECT. 50. The school committee of a town in which the school district system does not exist shall have the general charge and superintendence of the school-houses therein, so far as relates to the uses to which the same may be appropriated.

Provisions of chapter to apply to cities, except, etc. G. S. 38, § 41.

SECT. 51. Except as may be otherwise provided in their respective charters or in acts in amendment thereof, the provisions of this chapter, so far as applicable, shall apply to cities

Chapter 45 of the Public Statutes pertains wholly to school districts, and is omitted from this edition of the school laws, because the districts were abolished by the legislature of 1882. See chap. 219, Acts of 1882.

AN ACT to Abolish the School District System.

SECTION 1. The school district system in this Commonwealth is hereby abolished.

SECT. 2. The provisions of chapter forty-five of the Public Statutes, so far as the same apply to towns in which the school district system is abolished by vote, shall apply to all towns in which the school district system is abolished by this act.

SECT. 3. This act shall take effect on the first day of January, in the year eighteen hundred and eighty-three.

Approved May 12, 1882.

"The provisions of chapter forty-five of the Public Statutes," referred to in sect. 2 of this act, require the town in which "the school district system is abolished, unless the districts so abolished were united school districts in adjoining towns," to "forthwith take possession of all the school-houses, land, apparatus, and other property owned and used by the several school districts therein, which said districts might lawfully convey; except that any property held in trust by virtue of a gift, devise or bequest for the benefit of a school district shall continue to be held and used according to the terms thereof."

Also, that "the property so taken shall be appraised under the direction of the town, and at the next annual assessment thereafter a tax shall be levied upon the whole town equal to the amount of said appraisement, and there shall be remitted to the tax-payers of each district the appraised value of its property thus taken."

This appraisement must be under the direction of the *town;* it is not enough for the selectmen to take possession and appraise, etc.

CHAPTER 46.

OF SCHOOL REGISTERS AND RETURNS.

SECTION
1. Town clerks to deliver registers, etc., to school committee.
2. If not received.
3. Duties of school committee as to persons between five and fifteen.
4. Penalty for withholding information from committee, etc.
5. School committee to certify number of children, sums raised for schools, etc.
6. Registers to be kept; returns.
7. In returns, twenty days or forty half-days to be counted as one month.

SECTION
8. Committee's report; to whom sent; where deposited; to be printed.
9. When report is not made.
10. When informal, etc.
11. Penalty for neglect or for informal, etc., report.
12. Reports, etc., of board of education, how received, delivered, and for what purpose. In whom property of.
13. Who to sign reports.
14. Penalty on committee for neglect in returns, etc.
15. Registers, how kept. Teachers not to draw pay until return of register.

Town clerks to deliver registers, etc., to school committee. G. S. 40, § 1.

SECTION 1. The clerks of the several cities and towns, upon receiving from the secretary of the board of education the school registers and blank forms of inquiry for school returns, shall deliver them to the school committee of such cities and towns.

If not received. G. S. 40, § 2.

SECT. 2. If a school committee fails to receive such blank forms of return on or before the last day of March, they shall forthwith notify the secretary of the board of education, who shall transmit such forms as soon as may be.

School committee to make a record of all children between ages of five and fifteen. 1874, 303, § 1.

SECT. 3. The school committee shall annually, in the month of May, ascertain or cause to be ascertained the names and ages of all persons between the ages of five and fifteen years belonging to their respective cities and towns on the first day of May, and shall make a record thereof.

Penalty for withholding information from committee, etc. 1879, 21.

SECT. 4. Whoever, having under his control a child between the ages of eight and fourteen years, withholds information in his possession sought by a school committee or its agents for the purposes of the preceding section, or falsifies in regard to the same, shall be punished by fine not exceeding twenty dollars, or by imprisonment not exceeding thirty days.

School committee to certify number of children, also sum raised for support of schools. 1874, 303, § 2.

SECT. 5. The school committee shall annually, on or before the last day of the following April, certify under oath the numbers so ascertained and recorded, and the sum raised by their city or town for the support of schools during the preceding school year, including only wages and board of teachers, fuel for the schools, and care of the fires and school-rooms; and they shall transmit such certificate to the secretary of the board of education. The form of such certificate shall be as follows: to wit, —

We, the school committee of , do certify that on the first day of May, in the year , there were belonging to said town [or city] the number of persons between the ages of five and fifteen; and we further certify that said town [or city] raised the sum of dollars for the support of public schools for the preceding school year, including only the wages and board of teachers, fuel for the schools, and care of fires and school-rooms, and that said town [or city] maintained during said year, each of the schools required to be kept by section one of chapter forty-four of the Public Statutes for a period not less than six months; and we further certify that said town [or city] maintained during said year school for the benefit of all the inhabitants of the town [or city], as required by section two of chapter forty-four of the Public Statutes for months and days.

Form of certificate.

} *School Committee.*

, ss.

On this day of , personally appeared the above-named school committee of , and made oath that the above certificate by them subscribed is true.

Before me,

Justice of the Peace.

"No more important duty is laid upon the school committees than prescribed by the fifth section of this chapter. If properly discharged, two results will follow: First, the census will be likely to be full and accurate; and second, the committees who are charged with the duty of enforcing, through the aid of the truant officers, the laws relating to school attendance, will have in their own hands a complete knowledge of the persons and facts, necessary to the proper discharge of their duties."

SECT. 6. The school committee shall cause the school registers to be faithfully kept in all the public schools, and shall annually, on or before the last day of April, return the blank forms of inquiry, duly filled up, to the secretary of the board of education; and shall also specify in said returns the purposes to which the money received by their town or city from the income of the school fund has been appropriated.

Registers and returns. G. S. 40, § 5.

SECT. 7. In such returns, twenty days or forty half-days of actual session shall be counted as one month.

In returns, twenty days or forty half-days counted as one month. 1865, 142, § 3.

"The enactment requiring school registers to be faithfully kept was made for the purpose of securing full and accurate statistics, concerning the schools of the Commonwealth, so that suitable measures might be, from time to time, adopted by legislation and otherwise, to supply defects in and increase the benefits derived from our common schools."

"Neither the school committee nor the town has power to dispense with the proper keeping of a school register." (2 Allen, 592.)

Committee's report; to whom sent; where deposited; to be printed.
G. S. 40, § 6.
11 Gray, 340.
101 Mass. 142.

SECT. 8. The school committee shall annually make a detailed report of the condition of the several public schools, which report shall contain such statements and suggestions in relation to the schools as the committee deem necessary or proper to promote the interests thereof. The committee shall cause said report to be printed, for the use of the inhabitants, in octavo, pamphlet form, of the size of the annual reports of the board of education, and transmit two copies thereof to the secretary of said board on or before the last day of April, and shall deposit one copy in the office of the clerk of the city or town.

When report is not made.
G. S. 40, § 7.

SECT. 9. When a school committee fails to make within the prescribed time either the returns or the report required of them by law, the secretary of the board of education shall forthwith notify such committee, or the clerk of the city or town, of such failure; and the committee or clerk shall immediately cause the same to be transmitted to the secretary.

See chap. 43, sect. 5; chap. 46, sect. 11; chap. 46, sect. 14.

When informal, etc.
G. S. 40, § 8.

SECT. 10. If a report or return is found to be informal or incorrect, the secretary shall forthwith return the same, with a statement of all deficiencies therein, to the committee for its further action.

Penalty for neglect, or for informal, etc., report.
G. S. 40, § 9.

SECT. 11. The returns or reports of a city or town so returned by the secretary for correction, or which have not reached his office within the time prescribed by law, shall be received by him if returned during the month of May; but in all such cases ten per cent. shall be deducted from the income of the school fund which such city or town would have been otherwise entitled to. If such returns or reports fail to reach his office before the first day of June, then the whole of such city or town's share of the income shall be retained by the treasurer of the commonwealth; and the amount so retained, as well as the ten per cent. when deducted, shall be added to the principal of the school fund. And such city or town shall in addition thereto forfeit not less than one hundred nor more than two hundred dollars; but if said returns and reports were duly mailed in season to reach said office within the time required by law, then the city or town from which they were due shall be exempt from the forfeiture otherwise incurred.

Reports, etc., of board of education, how received, delivered, and for what purpose.
To whom property belongs.
G. S. 40, § 10.

SECT. 12. The clerk of each city and town shall deliver one copy of the reports of the board of education and of its secretary to the secretary of the school committee of the city or town, to be by him preserved for the use of the committee, and transmitted to his successor in office; and two additional copies of said reports, for the use of said committee; and shall deliver one copy of said reports to the clerk of each school district, to be by him deposited in the school district library, or, if there is no such library, carefully kept for the use of the prudential committee, teachers, and inhabitants of the district, during his continuance in office, and then transmitted to his successor; and in case the city or town is not districted, said reports shall be delivered to the school committee, and so deposited by them as to be accessible to the several teachers and to the citizens; and such reports shall be deemed to be the property of the city or town, and not of any officer, teacher, or citizen thereof.

Special attention is called to the provisions of the twelfth section.

SECT. 13. When the school committee of a city or town is not less than thirteen in number, the chairman and secretary thereof may, in behalf of the committee, sign the annual school returns and the certificate required by sections five and six.

Who to sign reports.
G. S. 40, § 11.

SECT. 14. A city or town which has forfeited any part of its portion of the income of the school fund through the failure of the school committee to perform their duties in regard to the school report and school returns, may withhold the compensation of the committee.

Penalty on committee for neglect in returns, etc.
G. S. 40, § 12.

SECT. 15. The several school teachers shall faithfully keep the registers furnished to them, and make due return thereof to the school committee, or to such person as they may designate, and no teacher shall be entitled to receive payment for services until the register, properly filled up and completed, is so returned.

Registers, how kept.
Teachers not to draw pay until return of register.
G. S. 40, § 13.
2 Allen, 592.

"Every good teacher will perform all the labor required by the fifteenth section, even though he had no pecuniary interest therein. It is feared that teachers often receive payment for their services, when the register has not been 'properly filled up and returned.' Committees will be justified in exacting a careful and faithful performance of the duty."

CHAPTER 47.

OF THE ATTENDANCE OF CHILDREN IN THE SCHOOLS.

SECTION
1. Every person having control of children between eight and fourteen years old to cause same to attend school. Penalty for neglect. Excuses for neglect.
2. What private schools may be approved under preceding section.
3. Truant officers and school committee to inquire and prosecute.
All children may attend where they reside.
5. School committee to regulate admission, etc., to high school.
6. Children may attend in adjoining town, and committee pay for instruction.
7. Wards may attend where guardian resides.
8. Children may attend in other towns than place of parents' residence, and parents pay, etc.
9. not to attend unless vaccinated.
10. Race, etc., not to exclude.
11. Teachers and school committee to state grounds of exclusion.
12. Damages for exclusion, how recovered.
13. Interrogatories to committee, etc.

Every person having control of children between eight and fourteen years old to cause same to attend school under penalty, etc.
G. S. 41, § 1.
1873, 279, § 1.
1874, 233, § 1.

SECTION 1. Every person having under his control a child between the ages of eight and fourteen years shall annually cause such child to attend for at least twenty weeks some public day school in the city or town in which he resides, which time shall be divided so far as the arrangement of school terms will allow into two terms each of ten consecutive weeks; and for every neglect of such duty the person offending shall forfeit to the use of the public schools of such city or town a sum not exceeding twenty dollars; but if the person so neglecting was not able, by reason of poverty, to send such child to school, or if such child has attended for a like period of time a private day school approved by the school committee of such city or town or is regularly attending a public or private day school known as a half-time school, also approved by them, or if such child has been otherwise furnished for a like period of time with the means of education, or has already acquired the branches of learning taught in the public schools, or if his physical or mental condition is such as to render such attendance inexpedient or impracticable, such penalty shall not be incurred.

By the act of 1642 the selectmen of every town were instructed to have a vigilant eye over their brethren and neighbors, to see that none of them shall suffer so much barbarism in any of their families as not to endeavor to teach, by themselves or others, their children and apprentices so much learning as may enable them to read the English tongue, and a knowledge of the capital laws.

Sect. 1 of this chapter is a reproduction of the act of 1642. It is the policy of the Commonwealth to offer to every child the advantages of a good education. It is supposed that every parent or guardian will voluntarily accept the offer. The nature of our institutions and the relation that every individual holds to them, render universal education a necessity. But if in any case the offer is not accepted, nor the necessity perceived, then the school authorities must take advantage of our compulsory law. Every child *must* be in school for at least 20 weeks of the year, from the time he is eight until he reaches the age of fourteen years. It is not to be assumed, however, that the legal rights of children are limited by the statutes in regard to the time of attendance. The school committees have authority vested in them of admitting pupils to the schools before they are five and after they are fourteen years of age. But it is the imperative duty of the truant officers of a town, acting under instructions from the school committees, to secure the attendance of all children between the ages of 8 and 14 years upon some approved school for at least 20 weeks in every year.

SECT. 2. For the purposes of the preceding section school committees shall approve a private school only when the teaching therein is in the English language, and when they are satisfied that such teaching equals in thoroughness and efficiency the teaching in the public schools in the same locality, and that equal progress is made by the pupils therein, in the studies required by law, with that made during the same time in the public schools; but they shall not refuse to approve a private school on account of the religious teaching therein.

What private schools may be approved under the preceding section.
1873, 279, § 1.
1878, 171.

If in any town there are children not in the public schools, it is the duty of the school committee to assure themselves that these children are receiving instruction of the right kind, and equal in value to that given in the public schools.

SECT. 3. The truant officers and the school committee of the several cities and towns shall vigilantly inquire into all cases of neglect of the duty prescribed in section one, and ascertain the reasons, if any, therefor; and such truant officers, or any of them, shall, when so directed by the school committee, prosecute, in the name of the city or town, any person liable to the penalty provided for in said section. Police, district, and municipal courts, trial justices, and judges of the probate court, shall have jurisdiction within their respective counties of the offences described in section one.

Truant officers, etc., to inquire into cases of violation, prosecute, etc.
Jurisdiction of courts and justices.
1873, 279, § 2.
1877, 210, § 5.
1877, 211, § 6.

SECT. 4. All children within the commonwealth may attend the public schools in the place in which they have their legal residence, subject to the regulations prescribed by law.

Children to attend where they reside.
G. S. 41, § 3.

SECT. 5. The school committee shall determine the number and qualifications of the scholars to be admitted into the high school.

Admission to high school, how regulated.
G. S. 41, § 4.

SECT. 6. Children living remote from any public school in the town in which they reside may be allowed to attend the public schools in an adjoining town, under such regulations and on such terms as the school committees of the said towns agree upon and prescribe; and the school committee of the town in which such children reside shall pay the sum agreed upon out of the appropriations of money raised in said town for the support of schools.

Children may attend in adjoining town, and committee pay for instruction.
G. S. 41, § 5.

"The right of children living in one town to attend school in an adjoining one, is not a right that can be exercised freely, but is subject to the consent of the committee of the town to which the children belong, based upon an agreement between the committees of the two towns concerned. Nor can a town in its corporate capacity take action in the matter. A custom has prevailed to some extent, of allowing certain individuals named in the warrant, and in the vote of the town, to draw their proportion of school money, and pay the same to an adjoining town. This course is illegal."

See 8 Cush. 66, and 12 Pick. 206.

Wards, where may attend.
G. S. 41, § 6.

SECT. 7. Any minor under guardianship, whose father has died, may attend the public schools of the city or town of which his guardian is an inhabitant.

Children may attend in other towns than place of parents' residence, and parents pay, etc.
G. S. 41, § 7.
1876, 186, § 2.
103 Mass. 104.

SECT. 8. Children may, with the consent of the school committee first obtained, attend school in cities and towns other than those in which their parents or guardians reside; but when a child resides in a city or town different from that of the residence of the parent or guardian for the sole purpose of attending school there, the parent or guardian of such child shall be liable to pay such city or town, for tuition, a sum equal to the average expense per scholar for such school for the period during which the child so attends.

to be vaccinated.
G. S. 41, § 8.

SECT. 9. The school committee shall not allow a child who has not been duly vaccinated to be admitted to or connected with the public schools.

Color, etc., not to exclude.
G. S. 41, § 9.
12 Allen, 127.

SECT. 10. No person shall be excluded from a public school on account of the race, color, or religious opinions of the applicant or scholar.

Teachers, etc., to state grounds of exclusion.
G. S. 41, § 10.

SECT. 11. Every member of the school committee under whose directions a child is excluded from a public school, and every teacher of such school from which a child is excluded, shall, on application by the parent or guardian of such child, state in writing the grounds and reason of the exclusion.

Damages for exclusion.
G. S. 41, § 11.
24 Pick. 224.
8 Cush. 160.
7 Gray, 245.
12 Allen, 127.

SECT. 12. A child unlawfully excluded from a public school may recover damages therefor in an action of tort, to be brought in the name of such child by his guardian or next friend, against the city or town by which such school is supported.

Interrogatories to committee, etc.
G. S. 41, § 12.

SECT. 13. The plaintiff in such action may, by filing interrogatories for discovery, examine any member of the school committee, or any other officer of the defendant city or town as if he were a party to the suit.

SECT. 8. Towns and cities are not authorized by law to open their schools to children whose parents or guardians reside in another State; and if they do so, no promise, express or implied, of the parents or guardians, to pay for the tuition, can be enforced.

"The reasons for which a child may be excluded absolutely from school, neither are nor can be expressed in the law. Committees are responsible for the exercise of a sound discretion.

"The school committee of a city or town have power, under the laws of this Commonwealth, in order to maintain the purity and discipline of the public schools, to exclude therefrom a child whom they deem to be of a licentious and immoral character, although such character is not manifested by any acts of licentiousness or immorality within the school. (8 Cush. 160.)"

"The rule is this: The committees have power to protect the schools from the presence of any one whose influence would be injurious to the whole, and subversive of the purposes manifestly contemplated by their establishment."

A teacher may suspend a pupil, but he has no authority to expel. After suspension, the case should be referred at once to the school committee for their action.

CHAPTER 48.

OF THE EMPLOYMENT OF CHILDREN, AND REGULATIONS RESPECTING THEM.

SCHOOLING AND LIMIT OF LABOR OF CHILDREN EMPLOYED IN MANUFACTORIES, ETC.

SECTION

1. Child under ten years not to be employed in manufacturing, etc., establishments. Penalty.
2. under fourteen years not to be so employed, except in vacation, unless attending school twenty weeks during the previous year. Employment not to continue unless, etc. Proviso.
3. Owners of such establishments to keep on file certificate of age, etc., of children under sixteen years, etc.
4. Penalty on superintendents, overseers, parents, and guardians.
5. Truant officers to visit establishments, and report violations.
6. Truant officers may require production of certificates for inspection.
7. Penalty for employment of children under fourteen years, while public schools are in session, unless they can read and write.

SECTION

8. Children under fifteen years not to be employed in circus, etc. Penalties. Proviso as to education of children in music, etc.
9. License not to be granted to public show in which children under fifteen years of age are employed.

TRUANT CHILDREN AND ABSENTEES FROM SCHOOL.

10. Towns may make provisions concerning habitual truants, etc.
11. Truant officers to be appointed by school committees.
12. Children convicted of being truants, etc., may be committed for two years to institutions provided therefor.
13. Jurisdiction.
14. County truant schools and union county truant schools, how established, etc.
15. Towns may assign truant schools or state primary school as places of confinement of truants, etc.

SECTION
16. Children committed may be discharged.
17. School committees to report whether the required provisions, etc., have been made for truants.

CARE AND EDUCATION OF NEGLECTED CHILDREN.

18. Towns to make provisions for care, etc., of neglected children under sixteen years.
19. to appoint persons to make complaints.
20. Children under sixteen years growing up without education, etc., may be committed to institutions, etc.
21. Children may be discharged when parents or others can or will properly take care of them.

CARE AND PROTECTION OF DESTITUTE, ABANDONED, AND ABUSED CHILDREN.

SECTION
22. Massachusetts Society for Prevention of Cruelty to Children may be appointed guardian of abandoned or neglected children.
23. may receive charge of children under fourteen years from parents, etc.
24. may be given custody of deserted children under five years on complaint to court, etc.
25. not obliged to receive any child.
26. Hampden County Children's Aid Association may have like privileges, etc.
27. Powers of the state board of health, etc., not limited by five preceding sections.

SCHOOLING AND LIMIT OF LABOR OF CHILDREN EMPLOYED IN MANUFACTURING AND OTHER ESTABLISHMENTS.

Child under ten years not to be employed in manufacturing, etc., establishments. Penalty. 1876, 52, § 1.

SECTION 1. No child under ten years of age shall be employed in any manufacturing, mechanical, or mercantile establishment in this commonwealth; and any parent or guardian who permits such employment shall for such offence forfeit not less than twenty nor more than fifty dollars, for the use of the public schools of the city or town.

Child under fourteen years not to be so employed, unless attending school twenty weeks during the previous year.

Employment not to continue unless, &c.

Proviso. 1876, 52, § 2. 1878, 171. 1878, 257, § 5.

SECT. 2. No child under fourteen years of age shall be so employed, except during the vacations of the public schools, unless during the year next preceding such employment he has for at least twenty weeks attended some public or private day school under teachers approved under section two of chapter forty-seven by the school committee of the place where such school is kept, which time may be divided, so far as the arrangements of school terms will allow, into two terms, each of ten consecutive weeks; nor shall such employment continue, unless such child in each and every year attends school as herein provided; and no child shall be so employed who does not present a certificate, made by or under the direction of said school committee, of his compliance with the requirements of this section: *provided*, that a regular attendance during the continuance of such employment in any school known as a half-time day school may be accepted by said school committee as a substitute for the attendance herein required.

Owners of such establishments to keep on file certificate of age, etc., of children under sixteen years in their

SECT. 3. Every owner, superintendent, or overseer of any such establishment shall require and keep on file a certificate of the age and place of birth of every child under sixteen years of age employed therein, so long as such child is so employed, which certificate shall also state, in the case of a child under the age of fourteen years, the amount of his school attendance during the year next preceding such employment. Said certificate shall be signed by a member of the school committee of the place where such attendance has been had, or by some one authorized by such committee; and the form of said certificate shall be furnished by the secretary of the board of education, and shall be approved by the attorney-general.

employ, and of amount of school attendance. 1878, 257, § 1. 1880, 137.

The form of certificate referred to in sect. 3 is given below.

....*18*..........

This Certifies, *That*..

born in.............................., *is*..........*years*..........*months old, and*

has attended school in..............................*weeks, during*

the year next preceding this date, and has attended school twenty

weeks since..............................*18*..........

..............................*Teacher.*

Approved..............................

Duly authorized by the School Committee.

Sect. 4. Every owner, superintendent, or overseer of any such establishment, who employs or permits to be employed any child in violation of either of the two preceding sections, and every parent or guardian who permits such employment, shall forfeit not less than twenty nor more than fifty dollars, for the use of the public schools of such city or town.

Penalty on superintendents, overseers, parents, and guardians. 1876, 52, § 3. 9 Met. 562.

Sect. 5. The truant officers shall, at least once in every school term, and as often as the school committee require, visit the establishments described in section one in their several cities and towns, and inquire into the situation of the children employed therein, and ascertain whether the provisions of the four preceding sections are duly observed, and report all violations thereof to the school committee.

Truant officers to visit establishments, and report violations of this act. 1876, 52, § 4.

Sect. 6. The truant officers may demand the names of the children under sixteen years of age employed in such establishments in their several cities and towns, and may require that the certificates of age and school attendance prescribed in section three shall be produced for their inspection; and a failure to produce the same shall be prima facie evidence that the employment of such child is illegal.

may require production of certificates for inspection. 1878, 257, § 3.

Children under fourteen years not to be employed while public schools are in session, unless they can read and write. Penalty. 1878, 257, § 4.

SECT. 7. Every owner, superintendent, or overseer in any such establishment, who employs, or permits to be employed therein, a child under fourteen years of age who cannot read and write, while the public schools in the city or town where such child lives are in session, and every parent or guardian who permits such employment, shall for every such offence forfeit not less than twenty nor more than fifty dollars, for the use of the public schools of such city or town.

under fifteen years not to be employed in circus, etc. Penalties. Proviso as to education of children in music, etc. 1877, 172.

SECT. 8. Any person who employs or exhibits, or who sells, apprentices, or gives away for the purpose of employing or exhibiting, a child under fifteen years of age, in dancing, playing on musical instruments, singing, walking on a wire or rope, or riding or performing as a gymnast, contortionist, or acrobat, in any circus or theatrical exhibition, or in any public place whatsoever, or who causes, procures, or encourages any such child to engage therein, shall be punished by fine not exceeding two hundred dollars, or by imprisonment in the county jail not exceeding six months: *provided*, that nothing in this section shall be construed to prevent the education of children in vocal and instrumental music, or their employment as musicians in any church, chapel, or school, or school exhibition, or to prevent their taking part in any concert or musical exhibition on the special written permission of the mayor and aldermen of a city or of the selectmen of a town.

License not to be granted for public show in which children under fifteen years are employed. 1874, 279. 1880, 88.

SECT. 9. No license shall be granted for a theatrical exhibition or public show in which children under fifteen years of age are employed as acrobats, contortionists, or in any feats of gymnastics or equestrianism, or in which such children belonging to the public schools are employed, or allowed to take part as performers on the stage in any capacity, or where, in the opinion of the board authorized to grant licenses, such children are employed in such a manner as to corrupt their morals or impair their physical health; but nothing herein contained shall prevent the giving of special permission as provided by the preceding section.

TRUANT CHILDREN AND ABSENTEES FROM SCHOOL.

Towns may make provisions concerning habitual truants, etc. 1873, 262, § 1.

SECT. 10. Each town shall make all needful provisions and arrangements concerning habitual truants and children between seven and fifteen years of age who may be found wandering about in the streets or public places therein, having no lawful occupation or business, not attending school, and growing up in ignorance; and shall make such by-laws as shall be most conducive to the welfare of such children, and to the good order of such town; and shall provide suitable places for the confinement, discipline, and instruction of such children: such by-laws may be approved by the judge of the probate court of the county, as well as in the manner provided for the approval of other by-laws by section twenty-one of chapter twenty-seven.

This form of by-laws has been approved by the Board of Education, and is given here simply as a suitable form to be adopted by the towns.

BY-LAWS.

Article 1. The town of ——— hereby avails itself of the several provisions of the statutes of this Commonwealth, now in force, relating to habitual truants and absentees from school, and in pursuance of authority conferred thereby, adopts the following by-laws.

Article 2. All children between the ages of seven and fifteen years, residing in said town, and who may be found wandering about in the streets or public places of said town, having no lawful occupation or business, not attending school, and growing up in ignorance, shall be committed to ——— for confinement, instruction and discipline.

Article 3. Two or more truant officers shall be appointed annually, whose duty it shall be to inquire into all the violations of the truant laws and of the law relating to compulsory education, and to do all the acts required of them by the laws of the Commonwealth.

Article 4. It shall be the duty of every truant officer, previous to making any complaint under these laws, to notify the truant, or absentee from school, also his parent or guardian, of the offence committed, and of the penalty therefor, and if the truant officer can obtain satisfactory pledges for the restraint and reformation of the child, he may at his discretion forbear to prosecute, so long as such pledges are faithfully kept.

Article 5. It shall be the duty of the school committee, the teachers of the public schools, and the citizens generally, to aid the truant officers as far as possible in the discharge of their duties.

Articte 6. It shall be the duty of the truant officers to keep a full record of all their official acts, and make an annual report thereof to the school committee, who shall publish the same with their own report.

Article 7. Nothing in these by-laws shall be so construed as to alter or impair the obligation and duty of teachers to enforce punctuality and regularity of attendance, and to preserve good order and discipline.

Truant officers to be appointed by school committees. 1873, 262, § 2. 1874, 233, § 2.

SECT 11. The school committee of each town shall appoint and fix the compensation of two or more suitable persons, to be designated truant officers, who shall, under the direction of said committee, inquire into all cases arising under such by-laws, and shall alone be authorized, in case of violation thereof, to make complaint and carry into execution the judgment thereon; and who may serve all legal processes issued by the courts in pursuance of such by-laws or of sections ten to sixteen inclusive, but who shall not be entitled to receive any fees for such service.

Minors convicted of being truants, etc., may be committed for two years to institution provided therefor. 1873, 262, § 3.

SECT. 12. Any minor convicted under a by-law made under section ten of being an habitual truant, or of wandering about in the streets and public places of a city or town, having no lawful employment or business, not attending school, and growing up in ignorance, shall be committed to any institution of instruction or suitable situation provided for the purpose, under the authority of said section or by-law, for a term not exceeding two years.

Jurisdiction. 1873, 262, § 4.

SECT. 13. Police, district, or municipal courts, trial justices, and judges of probate courts, shall have jurisdiction, within their respective counties, of the offences described in sections ten and twelve.

County truant schools and union county truant schools, how established, etc. 1873, 262, § 5. 1881, 144.

SECT. 14. If three or more towns in any county so require, the county commissioners shall establish at the expense of the county, at convenient places therein, other than the jail or house of correction, truant schools for the confinement, discipline, and instruction of minor children convicted under the provisions of sections ten and twelve; and shall make suitable provisions for the government and control, and for the appointment of proper teachers and officers thereof; but if three or more cities or towns in each of two or three contiguous counties, or in case of Norfolk, Bristol, Barnstable, and Plymouth counties, of four contiguous counties, so require, the county commissioners of such counties shall, at the expense of the same, establish at a convenient place therein a union truant school, to be organized and controlled by the chairmen of the county commissioners of such counties, in the manner provided for the government and control of county truant schools by county commissioners; and any county so uniting with another county or counties in the support of a union truant school shall not be required to support a truant school of its own.

By sect. 10, chap. 48, each town is required to make all needful provisions concerning truants. This includes providing a suitable place for their confinement, instruction, etc. By sect. 14, chap. 48, if three or more towns of any county petition the county commissioners, they shall establish a truant school to which all the towns may send their truant children. Provision is also made for union truant schools to be established by two, and in one case by four counties. It is all-important to the towns that the children who are inclined to truancy should be collected into well organized schools and kept there the full time fixed by the statute, or until they have reformed.

SECT. 15. A town may assign any such truant school, or, with the assent of the state board of health, lunacy, and charity, the state primary school, as the place of confinement, discipline, and instruction of children so convicted; and shall pay for their support therein such sum, not exceeding two dollars a week for each child, as the county commissioners or the trustees of the state primary and reform schools respectively shall determine.

Towns may assign truant schools or state primary school as places of confinement of truants, etc.
1873, 262, § 6.
1879, 291, § 11.

SECT. 16. Children so committed may, upon satisfactory proof of amendment, or for other sufficient cause, be discharged from the state primary school by said state board, and from other places of confinement by the judge or justice who committed them.

Children committed may be discharged.
1873, 262, §§ 3, 7.

SECT. 17. The school committees of the several towns shall annually report to the secretary of the board of education whether their towns have made the provisions required by law relating to truants and absentees from school.

School committees to report whether provisions have been made for truants, etc.
1878, 234, § 2.

CARE AND EDUCATION OF NEGLECTED CHILDREN.

SECT. 18. Each town may, and every town containing five thousand or more inhabitants shall, make all needful provisions and arrangements concerning children under sixteen years of age, who, by reason of the neglect, crime, drunkenness, or other vices of parents, or from orphanage, are suffered to be growing up without salutary parental control and education, or in circumstances exposing them to lead idle and dissolute lives; and may also make all such by-laws respecting such children as shall be deemed most conducive to their welfare and to the good order of the city or town.

Towns to make provisions for care, etc., of neglected children under sixteen years.
1866, 283, § 1.
1867, 2, § 1.
1878, 217, § 1.

SECT. 19. The selectmen of towns containing five thousand or more inhabitants, and of other towns availing themselves of the provisions of sections eighteen to twenty-one, inclusive, shall appoint suitable persons to make complaints of violations of by-laws adopted under the preceding section; and the persons so appointed, and the officers and duly appointed agents of the Massachusetts Society for the Prevention of Cruelty to Children, shall alone be authorized to make such complaints; and the persons so appointed shall alone be authorized to make complaints under the following section.

to appoint persons to make complaints.
1866, 283, § 2.
1878, 217, § 2.

SECT. 20. A judge of the superior court, or of a police, district, or municipal court, or a trial justice, upon proof that any

Children under sixteen years growing

up without education, etc., may be committed to institutions, etc. 1866, 283, § 3.

child under sixteen years of age, by reason of orphanage, or of the neglect, crime, drunkenness, or other vice of parents, is so growing up, may order such child to such institution of instruction, or other place assigned for the purpose, as may be provided under section eighteen, by the town in which such child resides, to be there kept, educated, and cared for, for a term not extending beyond the age of twenty-one years for boys, or eighteen years for girls.

may be discharged when parents or others can or will properly take care of them. 1866, 283, § 4.

SECT, 21. When the parents of a child committed under the preceding section have reformed and are leading orderly and industrious lives, and are in a condition to exercise salutary parental control over such child, and to provide him with proper education and employment, or when, said parents being dead, any person offers to make such suitable provision for the care, nurture, and education of such child as will conduce to the public welfare, and will give security for the performance of the same satisfactory to the directors, trustees, overseers, or other board having charge of the institution to which such child is committed, they may discharge him to the parents or to such other person.

CARE AND PROTECTION OF DESTITUTE, ABANDONED, AND ABUSED CHILDREN.

Massachusetts Society for Prevention of Cruelty to Children may be appointed guardian of abandoned or neglected children. 1879, 179, § 1.

SECT. 22. The judge of the probate court of any county, when it appears that a minor under fourteen years of age resident therein is without a guardian, and is entirely abandoned, or treated with gross and habitual cruelty, by the parent or other person having the care or custody of him, or is illegally deprived of liberty, may appoint as his guardian the Massachusetts Society for the Prevention of Cruelty to Children for such period as seems fit to the judge; and said society shall thereupon become entitled to the custody of such child to the exclusion of any other person, but shall not be entitled to his property. Said judge may at any time, for good cause, revoke such appointment.

may receive charge of children under fourteen years from parents, etc. 1879, 179, § 2.

SECT. 23. The parents, surviving parent, or guardian of a child under fourteen years of age, if unable to support him, may by an agreement in writing, signed, and fixing the terms of the custody, place him in the charge of said society, which shall thereupon have custody of him as provided in the preceding section.

Massachusetts Society for Prevention of Cruelty to Children may be given custody of deserted children under five years on complaint to court, etc. 1879, 179, § 3.

SECT. 24. Upon the complaint of said society that a child under five years of age has been abandoned and deserted in a street or public place, or in a vacant building, a judge of any court, within his jurisdiction, may give the custody of such child for a period not exceeding thirty days to said society; which shall thereupon give notice thereof, under the direction of said judge, by advertisement in some newspaper published in the county where such child is found; and such child, if claimed by its parents, parent, or guardian, may be returned to them by said judge.

Said Society not obliged to receive any child. 1879, 179, § 4.

SECT. 25. Nothing in the three preceding sections shall be construed to oblige said society to receive the custody of any child.

Hampden County Children's Aid Association may have like privileges, etc. 1880, 231.

SECT. 26. In Hampden county the provisions of the four preceding sections shall in all respects be applicable to the Hampden County Children's Aid Association in like manner as to the Massachusetts Society for the Prevention of Cruelty to Children.

Five preceding sections not to limit powers of state board of health, etc. 1880, 231.

SECT. 27. Nothing contained in the five preceding sections shall be deemed to limit the powers of the state board of health, lunacy, and charity.

PENALTY FOR DISTURBING SCHOOLS.

"Whoever wilfully interrupts or disturbs a school, or other assembly of people met for a lawful purpose, shall be punished by imprisonment in the jail not exceeding thirty days, or by fine not exceeding fifty dollars." Pub. Stat., sect. 23, chap. 207.

"This statute includes meetings assembled for the discussion of the subject of temperance; and also, it seems, political gatherings, meetings for amusement and all public meetings held for lawful purposes." 1 Gray, 476.

"No license of the first, second or third class, under the provisions of chapter one hundred of the Public Statutes, shall be granted for the sale of intoxicating liquors in any building or place on the same street within four hundred feet of any building occupied in whole or in part by a public school." Chap. 220, Acts of 1882.

[Pub. Stats., chap. 203.]

SECT. 78. Whoever wilfully and maliciously or wantonly and without cause destroys, defaces, mars, or injures a school-house, church or other building erected or used for purposes of education or religious instruction, or for the general diffusion of knowledge, or an outbuilding, fence, well or appurtenance of such school-house, church or other building, or furniture, apparatus or other property belonging to or connected with such school-house, church, or other building, shall be punished by fine not exceeding five hundred dollars, or by imprisonment in the jail not exceeding one year.

SECT. 79. Whoever wilfully and maliciously or wantonly and without cause writes upon, injures, defaces, tears or destroys a book, plate, picture, engraving or statue belonging to a law, town, city or other public library, shall be punished by fine of not less than five nor more than fifty dollars, or by imprisonment in the jail not exceeding six months.

[Pub. Stats., chap. 102, sect. 107.]

Moneys received by a county treasurer under the provisions of the preceding sections relating to dogs, and not paid out for damages, shall in the month of January be paid back to the treasurers of the cities and towns in proportion to the amounts received from such cities and towns; and the money so refunded shall be expended for the support of public libraries or schools. In Suffolk County moneys so received by the treasurer of a city or town, and not so paid out, shall be expended by the school committee for the support of public schools.

J. W. DICKINSON.

FINANCIAL STATEMENT.

FINANCIAL STATEMENT OF THE BOARD OF EDUCATION.

APPROPRIATION FOR SUPPORT OF NORMAL SCHOOLS.

Dr.							Cr.
1882.	Bridgewater Normal School:			**1882.**	Appropriation, chap. 5, Acts of 1882	$60,325 00	$60,325 00
	Salary of principal . . .	$2,600 00					
	Salaries of assistants . .	9,265 54					
	Janitor service	230 00					
	Repairs and furniture . .	122 70					
	Fuel	414 00					
	Advertising	111 01					
	Printing	101 79					
	School of observation . .	417 33	$13,262 37				
	Framingham Normal School:						
	Salary of principal . . .	$2,100 00					
	Salaries of assistants . .	7,160 80					
	Janitor service	384 00					
	Repairs and furniture . .	661 48					
	Fuel	412 06					
	Advertising	36 00					
	Printing	41 32					
	Chemicals	5 54	10,801 20				
	Salem Normal School:						
	Salary of principal . . .	$3,000 00					
	Salaries of assistants . .	9,487 32					
	Janitor service	400 00					
	Repairs and furniture . .	250 81					
	Fuel	386 25					
	Water-tax	49 50					
	Chemicals	13 91	13,587 79				

Westfield Normal School:					
Salary of principal	$2,600 00				
Salaries of assistants	6,159 72				
Janitor service	500 00				
Repairs and furniture	76 34				
Fuel	531 07				
School of observation	100 25				
Sewerage	261 29				
Chemicals	30 10				
Printing	61 40				
Stationery	40 04				
Advertising	25 15				
Water	20 00				
Gas	9 38				
		10,414 74			
Worcester Normal School:					
Salary of principal	$2,600 00				
Salaries of assistants	6,672 10				
Janitor service	600 00				
Repairs and furniture	240 59				
Fuel	330 86				
Binding	80 85				
Advertising	83 51				
Printing	190 15				
Books and stationery	177 94				
Telephone	36 25				
Water	31 97				
Sundries	29 63				
		11,073 85			
		$59,139 95			
Balance of appropriation unexpended Dec. 31, 1882		1,185 05			
		$60,325 00			$60,325 00

FINANCIAL STATEMENT OF THE BOARD OF EDUCATION — CONTINUED.

APPROPRIATION FOR NORMAL ART SCHOOL.

Dr. Cr.

1882.	Salary of principal	$2,054 48		**1882.**	Appropriated by chap. 5, Acts of 1882	$17,500 00
	Salaries of assistants	8,146 66				
	Janitor service	399 96				
	Repairs	221 56				
	Fuel and heating	901 55				
	Rent	3,500 00				
	Taxes	887 88				
	Printing	223 95				
	Advertising	200 87				
	Water	41 92				
	Gas	145 00				
			$16,723 83			
Dec. 31,	Balance unexpended		776 17			
			$17,500 00			$17,500 00

APPROPRIATION FOR AID TO NORMAL PUPILS.

1882.				**1882.**		
June 22,	Bridgewater School	$462 96			Appropriation, chap. 5, Acts of 1882	$4,000 00
	Framingham School	129 63				
	Salem School	629 63				
	Westfield School	629 63				
	Worcester School	148 15				
			$2,000 00			
Dec. 31,	Balance unexpended		2,000 00			
			$4,000 00			$4,000 00

APPROPRIATION FOR AGENTS OF THE BOARD.

1882.	G. A. Walton, salary	$2,250 00		1882.	Appropriated by chap. 5, Acts of 1882		$5,400 00
	G. A. Walton, expenses	381 09			Appropriated by chap. 53, Resolves of 1882		2,700 00
	E. A. Hubbard, salary	2,250 00					
	E. A. Hubbard, expenses	481 60					
	G. H. Martin, salary	750 00					
	G. H. Martin, expenses	219 56	$6,332 25				
Dec. 31,	Balance unexpended		1,767 75				
			$8,100 00				$8,100 00

APPROPRIATION FOR TEACHERS' INSTITUTES.

1882.	Institute at Ashby	$88 20		1882.	Appropriated by chap. 5, Acts of 1882		$2,000 00
	" " Princeton	91 22					
	" " Leominster	25 43					
	" " Worthington	102 49					
	" " Pittsfield	19 64					
	" " Chicopee	13 62					
	" " Leverett	69 33					
	" " Ashfield	91 96					
	" " Rockport	73 49					
	" " Granby	73 31					
	" " Barre	103 07					
	" " Lee	83 17					
	" " Salisbury	91 63					
	Amount carried forward	$926 56			*Amount carried forward*		$2,000 00

FINANCIAL STATEMENT OF THE BOARD OF EDUCATION — CONCLUDED.

APPROPRIATION FOR TEACHERS' INSTITUTES — Concluded.

DR.						CR.
	Amount brought forward	$926 56		1882.	*Amount brought forward*	$2,000 00
1882.	Institute at Somerset	37 56				
	" " Reading	75 67				
	" " Bernardston	96 78				
	" " Billerica	54 56				
	" " Medfield	40 47				
	" " Falmouth	61 93				
	" " Framingham	72 96				
	" " Uxbridge	57 04				
			$1,423 53			
Dec. 31,	Balance unexpended		576 47			
			$2,000 00			$2,000 00

APPROPRIATION FOR INCIDENTAL EXPENSES OF BOARD.

DR.						CR.
1882.	Printing school registers	$679 77		1882.	Appropriated by chap. 5, Acts of 1882	$1,200 00
	Postage, stamped envelopes, etc.	187 06				
	Printing	119 47				
	Messenger service	130 00				
	Stationery	40 25				
	Copying and tabulating returns,	17 00				
	Expressage	3 30				
	Telegrams	8 08				
			$1,184 93			
Dec. 31,	Balance unexpended		15 07			
			$1,200 00			$1,200 00

Appropriation for Travelling Expenses of Members of the Board.

1882.				**1882.**			
June 1,	Charles B. Rice . . .	$63 29			Appropriated by chap. 5, Acts of 1882 . . .	. . .	$400 00
3,	M. B. Whitney. . . .	47 24					
July 10,	T. W. Higginson . . .	12 58					
10,	C. C. Hussey	24 50					
Aug. 3,	Abby W. May	38 17					
Dec. 11,	M. B. Whitney. . . .	34 95					
26,	A. A. Miner	12 49					
29,	E. B. Stoddard. . . .	37 50					
			$270 72				
31,	Balance unexpended . .		129 28				
			$400 00				$400 00

C. B. TILLINGHAST, *Treasurer.*

APPENDIXES.

A.

MANUAL TRAINING
IN THE
COMMON SCHOOLS.

SPECIAL REPORT OF A COMMITTEE OF THE BOARD.

REPORT ON MANUAL TRAINING.

The Committee appointed by the Board of Education to consider and report upon the subject of Industrial Education in common schools, would beg leave to report as follows : —

The subject of Industrial Education in common schools has been for some time under public discussion. References may be found to it in several annual reports by the Secretary of the Board of Education; and several carefully prepared papers have appeared in the appendices to the reports of the Board. It is the opinion of your Committee that the time has come when the subject should receive more specific attention from the Board itself.

It is a question, at the outset, whether the very word "industrial education" is not a misnomer as regards anything that can reasonably be proposed for public schools. The express object of these institutions is such a general training as may prepare for any occupation. This applies to every study in our common schools at least. If it be said that the high schools afford a special training, because they fit for college or because they teach book-keeping, it may justly be answered that even book-keeping as there taught is only a branch of arithmetic, not carried beyond a point that will be useful in almost any pursuit; and that the college itself, as distinct from professional schools, claims to afford only a general training. But even if it be granted that the high school affords a special training, and that special training in other ways may be desired by some pupils who are designed for particular pursuits, the legislature has sufficiently provided for that view of the case by allowing each town or city to establish technical schools for itself, in which "arts, trades and occupations" may be taught. Pub. Stat., chap. 44, sect. 8.

But the real question is not of industrial schools or of technical schools. We are satisfied that the object of our common schools, as they now are and should be conducted, is to give a general preparation for the duties of life without reference to any particular vocation. Up to a certain point they answer that demand fairly well. Many of the published criticisms on them are, in our opinion, without foundation. It is not the fault of the common schools that the habit of mechanical apprenticeship is dying out, or that people like to live in the city rather than in the country; or that young men and women prefer the lighter and more lucrative occupations to the heavier and more cheaply paid. These tendencies, whether they are for good or evil, are the tendencies of the time; and our common schools have very little to do with them. On the other hand, the great activity of the community, its business skill and its inventive genius are directly traceable in a large measure to the intellectual stimulus given by the common school. The evil tendencies that exist are in spite of our school system, not by reason of it; and those evils cannot, in our opinion, be reached, except in a very indirect and remote way, by industrial or technical training in our schools.

But let us approach the matter from a wholly different direction. It is, we take it, the object of our common schools to give to the poorest and least-favored children the same general preliminary education that we should all wish for our own sons and daughters. What should that education include? It would include, if we are wise, not only what is now taught in our public schools, but something more. That something more is something which many wise parents, at least in cities and towns, are now forced to supply out of their private means for their children — the rudimentary training of hand as well as eye. To learn how to drive a nail straight, how to insert a screw neatly, how to fit two edges of plank together, how to make a square box, is to obtain an elementary education almost as essential as to know that two and two make four. It is really the principle of two and two, worked out with the hand as well as the brain; it is to abstract knowledge what geometry is to algebra. It is not necessary to carry it very far, or to apply it in a variety of forms. A little of it goes a great way; but that little is so important that early education is very defective without it. It is not enough to "pick it up." A boy of natural mechanical aptitude will pick it up in his father's work-shop or in a boat-builder's shop. But most boys have access to no such place; and, if they had, there is no one to teach them to do it carefully; and, moreover, the boys who have least mechanical aptitude are those who most need such training. Any man who can remember the delight with which he first learned to do neatly and accurately any simple thing with his hands — learned from a sailor to tie a knot, or from a farmer to turn a furrow — ought to recognize the value of making it a part of every child's training, not to do those particular things, but to use his ten fingers carefully and methodically, in the simplest, cheapest and most convenient way. This is not industrial education. Industrial education is too large a name for it. It embraces the elements of manual training, that is all.

It is precisely on this point that great light has at last been thrown by European example. Until lately there has come to our knowledge no attempt in this direction, in any country, which has seemed of any particular value as an example for us. We have heard of class schools, or technical schools, or schools that prepare for particular occupations, — as that for watch-making, at Geneva, Switzerland. These teach nothing toward our end, which is not, as has been said, industrial training proper, but manual training given for its educational value. But a flood of light has just been shed upon the subject by the report of Prof. Ordway of the Institute of Technology in regard to manual instruction in the common schools of Sweden.

Of all the nations of Europe, Sweden is probably that which most resembles the United States of America in its habits, traditions and social conditions. It is a republic under the form of monarchy, and the remark is often made that no foreign race becomes so rapidly assimilated to American life as the Swedish. This is the first point of great value to us in the Swedish experiment. The second point is, that it aims, precisely as we aim, at manual training rather than industrial education proper. The third point is, that though we have just called it an experiment, it has long ceased to be an experiment, and has become an established fact. The results will be found stated in the admirable report of Prof. Ordway, ap pended to this volume, and in his accompanying translation of a pamphlet by a Norwegian writer.

The essential features of the Swedish plan are these: In Stockholm, a city of about 150,000 inhabitants, every grammar school has now a room fitted up for joiner's work, in which each boy is taught for two or more hours in every week the rudiments of joinery. This trade was deliberately selected, after mature consideration, as being the simplest, the cheapest and the cleanest. The teaching is by special teachers, but the plan is there, as with drawing and gymnastics among ourselves, that the regular teachers shall ultimately be trained to supply the place of those especially employed. For this purpose a normal school for such teachers has been established by private benevolence, the particulars in regard to which will be found in Mr. Ordway's report.

How does this method work in Stockholm? It seems to be the unanimous testimony that it works admirably. Parents who were not at first favorable to it, as adding one more study, have been converted to it by finding their boys much more "handy" than before; and it has so increased the attractions of the public schools that the private schools are now obliged to introduce similar methods. If it be said that some of this attractiveness is due to novelty, it must be remembered that the first introduction of the system into Sweden was in 1872, that it has been practised in a large part of the city of Stockholm for five years, and through the whole city for two years. This certainly gives time for the novelty to have worn off. Meanwhile the system is steadily spreading through the whole of Sweden, not being compulsory by any general law, but encouraged by government grants and by gifts from mechanic institutes.

Your Committee are unanimous in the opinion that an experiment so prolonged and so successful as this throws a new light on the whole practical problem. Coming from Sweden, it has for us an immediate value, such as it might not possess if only put in operation in England or in Austria. Supposing it ever so desirable, it will no doubt require further consideration and adaptation before it can be successfully imitated here. Its relations with the question of sewing in schools, for instance, and with the general use of women teachers, are yet to be determined. These are almost the only points where we are differently situated from Sweden. There the teachers are generally men, and the girls give to sewing the time given by boys to the new manual training. It is the opinion of Prof. Ordway — which we share — that the system of manual training, whenever it is applied here, should be applied to girls as well as boys, even if sewing be in some way combined with it; and that, if this plan be adopted, we shall ultimately have a class of women teachers who can teach it to others. These are matters of detail. But that our schools need some further development in this direction is to our minds clear; and we do not hesitate to avow the opinion that it would afford a better general training to our children if we would curtail several hours a week from the time now given to unnecessary problems in arithmetic and to learning the names of villages in Siberia, if by this means we can teach every child a little of that manual facility which is the A B C of all the arts and industries of the world. This is the way in which every thoughtful man would reason as to the training of his own girls and boys; and why should he not reason in the same way in regard to the children of his neighbors?

The fact that even on a small scale such instruction has succeeded so well in the Dwight School in Boston, whose reports we also publish in our appendix; the fact that the mayor of one of our great manufacturing cities (Worcester) has expressed in his inaugural address the demand of the people for some such system; these and many other considerations indicate that the time has come for the serious study of the question. To all who are interested in that study we recommend the report of Prof. Ordway as giving information more valuable for our American needs than all else that has hitherto been written on the subject.

THOS. WENTWORTH HIGGINSON,
FRANCIS A. WALKER,
A. P. STONE,
ABBY W. MAY,

Committee.

B.

HAND-WORK INSTRUCTION IN SWEDEN.

By

PROF. JOHN M. ORDWAY.

HAND-WORK INSTRUCTION IN SWEDEN.

HON. JOHN W. DICKINSON.

Dear Sir, — In a flying visit to Sweden in August of this year, I was much impressed by the prevalent interest which is there practically shown in hand-work instruction. While the other nations of Europe have only here and there taken some tentative steps towards meeting the requirements of the age, this free-minded northern people have gone forward in earnest and have found it possible, with very limited means, to enlarge in the right direction their already excellent system of general education. In Stockholm I received much information and kind attention from Herr C. J. Meijerberg, who has been for many years the efficient inspector of common schools for the city. Though it was vacation time, we fortunately found a class of boys busily at work in the joiners' shop of one of the public-school buildings, the teacher having kindly yielded to their request for extra instruction and practice. In the Stockholm schools the manual instruction is limited to wood-working, and the teachers are men who have learned the trade. At Nääs (pronounced *nase*), some sixteen miles from Göteborg, we were very hospitably received by Herr August Abrahamson, the munificent founder and supporter of the Normal Slöjd Seminary, and by Herr Otto Salomon, the superintendent. Thirty-one common-school teachers and one very bright young lady from Göteborg, were taking a six weeks' vacation course in hand-work to enable them to teach this branch in their respective schools. These teachers, as well as the regular students of the seminary, receive instruction and lodging free, having to pay only the bare cost of board. Connected with the Normal School is a model school of boys from the neighborhood who on the day of our visit were just beginning a new school year, so that we had a chance to see them also at work.

The seminary building is a neat, well-arranged structure, in the midst of Herr Abrahamson's own delightful grounds. It contains under one roof airy and well lighted school-rooms, work-rooms, study-room, sleeping-rooms and a model-room. Herr Abrahamson also sustains another, home-like school near by, for giving girls a regular course in all branches of housekeeping.

As Mr. Salomon considers wood-working the most suitable branch for schools, the hand-work at Nääs is limited to joinery, turning and simple carving. Like some other intelligent educators in Sweden, he very justly looks on hand-work instruction as calculated to assist and round out the general training of the faculties rather than as something particularly desirable of itself, and he therefore deems a variety of branches unnecessary. But in some places a greater range is provided for. Thus at Göteborg, by the kindness of Herr Rubensen, we were shown through one of the public-school buildings in which there were, in the upper loft, a room for book-binding and a joiners' shop, and in the basement a room for smiths' work and a tinkers' shop.

In the very limited time at my command, it was not possible to visit any of the public schools in the country or in the other cities of Scandinavia; and since my return home incessant occupation with various duties has hitherto hindered my making a full digest of the considerable mass of printed educational matter gathered together during the summer tour. But happily there is at hand an excellent report by a Norwegian school inspector, who has had time and means to make a full study of the Swedish schools, and this I will take the liberty of translating in full from the original Danish. Besides this, in order to give some idea of the origin of the system, I will first give in English an extract from one of the four very interesting papers which have been published by Mr. Salomon in 1876–78–80–82, on "Slöjd * Schools and Common Schools." These translations I send herewith.

Respectfully yours,

JOHN M. ORDWAY.

MASS. INST. TECHNOLOGY, Dec. 17, 1882.

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* The Swedish word "slöjd," which means work with the hands and with simple tools, has no exact English equivalent, and I have in many places transferred the word instead of giving an insufficient rendering in our language.

[From "Slöjdskolan och Folksskolan, IV. En pedagogisk Studie, af Otto Salomon, Göteborg, 1882," pp. 70–2, Finland.]

Without doubt we can properly say that to this country belongs the honor of having been the first, at the present day, to realize the idea of hand-work as a regular exercise in the common schools. For its being so, Finland is under obligation to the founder of its public school system, Uno Cygnæus.

From his early youth, taken about by his father to various workshops, Cygnæus had opportunity, when young, to acquire a general manual skill, of whose value and advantage he had good chances to convince himself during his shifting and varied life. Perhaps for that very reason, when, having arrived at manhood, he began his pedagogic studies, the philanthropic experiment occurred to him of introducing hand-work into schools as an important means of instruction and cultivation. By thorough study of Pestalozzi's and Fröbel's writings, the idea of hand-work as a regular means of development gradually became clear to him. He conceived that, with the design of seeking to awaken the sense of form and beauty, there should be introduced into the school certain kinds of hand-work which, unlike Fröbel's play lessons, should be perfectly suitable for older pupils. With this intent, there should of course be no attempt in the common schools to acquire any great skill as artisans in the different branches, or, in respect to the articles made, to come in competition with men of the trade, but pupils should merely learn something of how to use their hands, and should acquire the habit of doing all their work neatly and methodically, making all the joints exact and the forms in good proportion and style. In his opinion we should carefully guard against considering hand-work in school as recreation or play rather than as an actual means of cultivation, and also against intrusting the instruction therein to artisans without any pedagogic training. Hand-work must necessarily be put on the same footing with the other school work, and be conducted by a person of pedagogic education, and in the country public schools, wholly and with the proper aim, by the school teacher himself. At the seminary, he should gain both theoretical and practical knowledge in this subject just as in others, which enter into the programme of common schools; that is, he should first get a just comprehension of manual exercise as a regular means of cultivation; and secondly, he should learn such manipulations as are needful to enable him at least to guide and assist the pupils of common schools in this branch.

With this idea of the importance of hand-work, in common schools, which he had cherished ever since the middle of the year 1840, Cygnæus, at the order of the imperial senate, in the fall of 1858, undertook his pedagogic tour in foreign countries, visiting, on that occasion, Sweden, Denmark, Germany, Austria, Switzerland and Holland. Whenever he met with teachers, he set forth enthusiastically and with the entire warmth of conviction his proposals of reform in matters of education, maintaining decidedly the great importance of hand-work as a regular means of cultivation and the advantage of employing it as such. In consequence of an innate dislike of any appearance in public, it was mostly in private circles and before some interested persons that he sought to propound his pedagogic system, which comes very near to the principles of Pestalozzi, Fröbel and Diesterweg.

After his return home, being appointed inspector of public schools in Finland, in 1861, and director of the seminary established by him in Jvyäskylä, opened in 1863, Cygnæus was placed in circumstances to carry out in practice his ideas touching the use of hand-work in the service of education. The statute of 1866, respecting the organization of the common school system in the Grand Duchy of Finland, drawn up chiefly according to his recommendations, is certainly the first common school ordinance which adopts "technical hand-work" as an obligatory exercise in seminaries, and slöjd for boys in the country schools. As a proof that this instruction is on the same footing as other subjects, it should be observed that the teachers thereof, in the seminaries, like the other teachers, have the title of "lector" (professor). In the seminaries, and partly even in the common schools, the instruction embraces joinery, carving, smiths' work, tin-plate working and basket making.

WORK SCHOOLS FOR BOYS IN TOWN AND COUNTRY.

THEIR OBJECT AND ARRANGEMENT.

By H. K. Kjennerud, School Superintendent.

Kristiania, Alb. Cammermeyer, 1882.

PREFACE.

In 1880 I obtained a public appropriation for a journey to Sweden, and into the interior, to visit the public schools and such work schools as I might find on my way. That part of my report which related to the work schools was printed in the annual report of the "Fredrikshald Industrial Union" for 1880, but being especially intended for the members, it came out in a very limited number of copies, and a request from the "Society for the Welfare of Norway" for two hundred copies of this report could not, therefore, be granted by the Industrial Union. Hence there was need of a new edition, and, as the society's order was not for enough to cover the cost of reprinting, I was obliged to seek for a publisher. Although a paper like this cannot be expected to yield a profit to the publisher, yet Herr Cammermeyer was so much interested in the matter as to undertake the publication. The report of my journey, therefore, comes out now under a new title and with considerable alterations and additions. Two sections have been added which are entirely new.

In venturing to send this little book forth into the world, the fear of bringing forward material not well wrought is kept back by the hope that some good will be done, since no such work is as yet extant in our literature, and since, to judge from the many applications which are made to the *Slöjd* Union of this city, there is a great desire for guidance wherever an interest in the establishment of work schools is leading to action.

Fredrikshald, Jan. 5, 1882.

On my journey I visited Stockholm, Upsala, the Nääs Slöjd Seminary, Göteborg, Wenersborg, Kristiania and Fredriksstad.

Having for many years had the immediate charge of the work schools of the Fredrikshald Slöjd Union, partly as member of the board of directors of this Union, and partly, for the last two years, as inspector of schools, there was on my part a strong desire to find out how such schools worked elsewhere. In an undertaking of a new kind, as work schools for boys must still be everywhere regarded, there is need of groping and feeling the way forward; and one is always desirous to assure himself that the experience of others agrees with his own.

In the establishment of a work school and in its later management questions often arise, among which may be mentioned: What should be set forth as the most important object of a work school? Should hand-work for boys be taken up as a branch in the public schools, and if so, what proportion should the time of instruction bear to that appointed for the other departments of the school? In what manner and according to what plan should the instruction be given? What branches of industry should be preferred? How should the workshops be arranged and furnished? How many pupils can probably be instructed at a time? How must the economy of the school be regulated, and what is the least possible expense required to set such a school in operation? Is it a right principle that the instruction should be paid for? Should the pupils earn anything by their work? and so on. In the following communication I shall keep these questions in mind, but without confining myself altogether to the order given. Although this subject is still somewhat new to us, and has hitherto received but little attention from the press, it is one of the highest importance, as regards not only the education of our youth, but also the future progress of our fatherland, and it may prove interesting to communicate what I have learned on my journey as to what has been done for the advancement of these schools in our brotherland, and to what extent they have thus far been introduced.

The Swedish Slöjd Instruction.

The subject of "slöjd" has developed wonderfully in Sweden during the last few years, Slöjd, a word derived from the old Norse, is, in the signification in which it will be used here, a peculiar Swedish word the meaning of which is very comprehensive and difficult to define, but which it is convenient and natural, in this paper, to adopt from the Swedish. The signification will be shown by the connection.

According to a lecture which was given in the summer of 1880 by O. Salomon, superintendent of the Slöjd Seminary, and which has been printed in the Göteborg "Handel's og Söfartstidende" (Journal of Commerce and Navigation), the Swedish slöjd schools for boys have been in existence only ten years. In making this statement no account is taken of two establishments, the Willinsk school in Göteborg and the Prince Carl's Institute at Gâlöen, which are institutions established as homes for children, and not schools in the ordinary sense.

The kind of industry in which instruction was given at first was that which was in fashion at that time, scroll sawing, which "did not hold out as well as it promised, but which, nevertheless, as a starting-point gave a strong prominence to the subject whereby it came under earnest discussion, and whereby they little by little came to a clear understanding of the direction which hand-work instruction should *not* take, in order to gain sympathy at home."

The year 1872 is mentioned by Herr Salomon as the birth-year of some of the larger slöjd schools, as those of Upsala, Nääs, Claestorps and Wenersborg. In the flourishing times of the year 1875, many new ones came into existence; in 1876 eighty were already known, in 1877 a hundred, in 1878 one hundred and twenty, and now there are in all about three hundred slöjd schools in the country. Particularly in the year 1880, as Herr Salomon told me in conversation, the matter has made such progress that intelligence of the establishment of new schools is constantly arriving.

We have a striking confirmation of this in the circumstance that the parliamentary appropriation for 1880, from which it was calculated that every slöjd school in the country should receive 75 kronor ($31.50) as a direct State contribution, actually sufficed to give only 63 kronor; and the demand for the two slöjd inspectors paid by the State and sent about by the Agricultural Academy, one of whom was appointed in 1875, and the other in 1878, and whose duty it is to travel about and hold courses for slöjd teachers and to instruct the people, is so great that they can answer only a third of the calls.

A proof of the interest with which work schools are regarded in Sweden was given also by the home-slöjd exhibition held in Stockholm in the winter of 1880, wherein, notwithstanding the very short notice, not less than 147 slöjd schools were represented, 97 of them for boys. In addition to prizes in money, there were offered for award among the boys' schools 4 gold medals, 6 silver medals and 21 in bronze. Gold medals were given to the Nääs slöjd seminary, the Köngsholm slöjd school, which was strongly recommended to me, but which I unfortunately had no opportunity to visit, Gâlöen slöjd school, and Göteborg common school. In the award regard was paid to the principle and plan of the schools, the age and number of pupils, and likewise to the consideration whether the work exhibited was of an honest character; that is to say, whether it was done in the manner and by the person represented. The "Friends of Hand-work," whose permanent exhibition in Stockholm I visited twice, took no part in the competition for prizes.

When we recall the fact that in our own country also there was, about seventy years ago, a movement for the establishment of work schools, it is strange that at home we should be so far behind. I have no statistics at hand, but, according to my recollection, there was started at Hamar, under the management of Dr. Greve, a "whittling school" with instruction in whittling, joinery, basket work and brush-making in 1871, the year previous to the establishment of the first school of this kind in Sweden; at the same time, six weeks' courses for small boys were begun in many of the country towns in the vicinity of Hamar. The school at Hamar was discontinued after a few years, owing to a want of interest and resources. A work school started here in Fredrikshald for Latin school boys had about the same fate. To be sure, in December, 1872, a work school was established on a firmer foundation in Kristiansand by the Workingmen's Union of that place, after they had sent a man to Kristiania and Hamar to inform himself of the arrangement of such schools. This school, which was supported by the savings banks, and later by the Distillers' Union, began with forty-eight pupils, and the following year the number had increased to sixty. Now we have, indeed, some few work schools scattered about here and there, but in proportion to the whole country these count as nothing. The reason that the cause has made so little headway among us is that it has lacked advocates, and consequently the subject has not been worked up; while in Sweden it immediately found talented and prominent spokesmen.

First among these deserves to be mentioned the governor of Elfsborg "län" (district), Count Eric Sparre, by whose energy this "län" has come to take the foremost rank, since eighty of the three hundred slöjd schools belong to it alone. Here is seen the fruit of the activity of a single man, but a man whose person and social position are such that his words always secure attention, and he can be always sure of finding assistance when the work proves to be a good thing. We may mention further a man of German birth, Carl Ahlborn, a Stockholm carver, who for many years has travelled about in the Swedish towns, and who, by his eloquence and enthusiasm, has contributed powerfully to arouse a regard for hand-work, and to gain acceptance for the subject of slöjd schools. Herr Ahlborn is also known in some places in our own country, where he has made addresses, and obained collections of models and tools for the workshops. If in some cases these purchases have not given proof of his practical experience, it must be remembered that Herr Ahlborn has not been so much an advocate for schools as for domestic industry in general.

During my stay in Sweden I heard the names of many such men who have worked with energy and with the strength of conviction in the service of domestic industry, and for the establishment of work schools. As a consequence of the fact that, at the very outset, the cause found such advocates as Count Eric Sparre and other influential persons, and was, moreover, supported with great liberality by many wealthy men, of whom we may particularly name the wholesale merchant Abrahamson, at Nääs, the schools found early support in the government and Parliament. Moreever, the country economic societies introduced them into their programmes. I was so fortunate as to be able to obtain some details respecting the Elfsborg and the Upsala län.*

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* Such institutions as those of Elfsborg and Upsala län are likewise found elsewhere in Sweden. Thus Stockholm has a "Central Committee for Home Slöjd" and Wermland län an "Economic Society's Slöjd Committee" and a "Slöjd Union."

One important reason for the wonderful progress made is the active interest which teachers as a class have taken in the matter. In a paper published by Herr Salomon, — "Slöjd schools and Common schools," — I found a statement which proves by figures that the subject finds its best supporters among the common-school teachers. His *brochure* was published some years ago, before the subject had gained full recognition. A circular was sent to all the school teachers of Elfsborg län, and, when the paper came out, of the two hundred and thirty-six persons who received the circular, one hundred and fifty-five had sent an answer. Only fifteen per cent. of these were opposed to the matter, while, of the rest, four who did not express a decided opinion were willing to work for it; and not less than fifty-four per cent., or more than half, expressed themselves as desirous of qualifying themselves to impart instruction in hand-work.

It is becoming more and more general in Sweden to combine slöjd instruction with the common schools, and to employ the school teachers themselves to give the instruction. The idea of this probably came to Sweden from Finland. About one-half of the Swedish slöjd schools have been already united with the common schools. Of eighty slöjd schools in Elfsborg län, there are, according to a statement kindly given me in writing by Herr Salomon, not more than twelve in which the instruction is not provided by common-school teachers themselves. The courses for slojd teachers which are held in the län were intended exclusively for the already appointed teachers of the common schools.

The Swedish slöjd instruction is, however, not limited to children's schools. There are also here and there in Sweden schools and courses in operation for grown persons. Two such schools, which are much frequented by young country boys, will be described below.

This instruction is also introduced into the public high schools, but I have no data showing to what extent. A Swede who had for some years given slöjd instruction in Fredrikshald, in 1880 received an appointment to a Swedish public high school.

SLÖJD SCHOOLS IN ELFSBORG AND UPSALA LÄN.

Sale of Products of Domestic Industry.

The Economic Society of Elfsborg has set apart slöjd from its work as a separate branch, whose interests are attended to by a so-called Slöjd Union, which is divided into two sections; the northern having its seat in Wenersborg, the southern in Borâs. The administration of the section consists of a member from each district, and this member again is the chairman of the district administration. The governors are chairmen of both sections. Slöjd unions are supported, according to a statement of Herr Salomon, by 3,000 kronor from the State, 8,000 kronor from Parliament, and 8,000 kronor from the Economic Society. The operations of the union extend to the establishment and maintenance of its own slöjd schools and the support of the slöjd school pupils; but its most important work consists in laboring for the introduction of slöjd into the common schools of the län. It holds courses in slöjd and drawing for common school teachers, pays to every teacher who instructs in slöjd in his school 100 kronor yearly, loans models to the schools, and gives in some cases assistance in the purchase of tools and materials. It pays the town schools in the län 200 kronor each. The Union controls the work in the schools through three unsalaried slöjd inspectors, the parish priest Gillgren in Amâl, chamberlain Westfeldt in Kölinsgholm, and Herr Salomon, superintendent of the seminary at Nääs; and common school teachers do not have their salary paid for slöjd, unless they have procured from the slöjd inspectors an approval of the school's plan and work.

The union has been fortunate to an astonishing degree in securing an interest in slöjd on the part of the teachers. The inspectors are flooded with letters from them. Herr Salomon showed me two which he had received the day before, asking advice in regard to the introduction of slöjd into their schools, and the many questions which arise, concerning the starting and maintenance of such schools. Occasionally the teacher shows so much zeal that, when there is difficulty in obtaining a work-room, he has one constructed at his own expense. At other times, on the contrary, he may be opposed to it, and allows himself to be sent to take part in a slöjd course only because compelled by the strong feeling in his district in favor of the matter. But the experience of the superintendent of the seminary shows that such men, in almost all cases, have changed, and often even become the best advocates of slöjd.

As to the economy of the country schools, it has been already explained that the teachers have a salary of 100 kronor, paid by the union; still, 75 kronor is said to be a sufficient amount. The time devoted to slöjd was six to eight hours per week. I omitted informing myself how many months in the year the schools are in session; but judging by what is the case in Upsala län, it is eight months. The outlay for tools for a moderately furnished school is estimated at from 150 to 300 kronor ($63 to $126).

The number of hours instruction which each child receives depends on whether or not the number of boys from eleven to fourteen years of age is so great that they must be divided into two sections. The average number mentioned was twenty-four, and so when the pupils are divided into two sections there are three to four hours for each; otherwise the number of hours might be twice as great. An experienced and capable teacher is considered able to instruct sixteen at a time; it might also be six, eight or twelve who are instructed at once. Schools had the opportunity to purchase models from the Nääs slöjd seminary at a low price.

Courses for the improvement of slöjd teachers are generally held in the summer vacation. They are differently arranged in different län. In this län (Elfsborg) the courses last five to six weeks. They are held in Wenersborg, Borås, Kolingsholm and at the Nääs slöjd seminary. The average age of the teachers who took part in these courses was stated as about forty years, but many were even as much as fifty years.

It must be mentioned that instruction in hand-work is not yet, as in Finland, made obligatory in the Swedish teachers' seminaries (normal schools), and it is optional in only two seminaries, and then at private expense. On the contrary, Sweden has a separate place for the instruction of slöjd teachers. The slöjd seminary in Elfsborg län was founded in Nääs, two Swedish miles from Göteborg, as a private institution, to supply the demand for teachers of slöjd. About sixteen pupils have gone out yearly, having had a one year course.

The founder, Herr Abrahamson, a wholesale merchant, on whose estate in one of the pleasantest places in Sweden, his own seminary is built, has secured its future continuance by a donation once for all of 200,000 kronor ($84,000), of which only the interest can be spent. The principal seminary building was first ready for use in the summer of 1880. It contains two workshops and two school-rooms (for the seminary students and for a boys school), two sleeping halls with the adjoining toilet rooms, a study room with a writing-desk for each pupil, and finally an exhibition room for the collection of models and tools. There is a separate building for the superintendent and another in which a girls' school is kept and the steward lives. The plan of the school is given in the report of our journey by the chief of the expedition, Herr Hertzberg.

Notwithstanding I was so unfortunate as to arrive at the seminary just as the superintendent was about to start on a journey, and therefore had opportunity for only a short conversation, I yet consider this little visit the most instructive respecting work schools that I had anywhere. I received many explanations and hints that appear to me very valuable.

What particularly attracted my attention there was, that they work according to models arranged in a systematic series. I obtained a printed catalogue of the models, and had an opportunity to spend some hours among the collection, which I examined piece by piece. The superintendent, with great courtesy, consented to fill an order from Fredrikshald for supplying a workshop collection of models.

The catalogue contains 216 numbers, and is divided into the following sections: 1. Models of full size; 2. Polished work; 3. Wood carvings; 4. Models on a smaller scale. Seminary students are capable of working all the numbers. Objects coming under the denomination of *toys*, are zealously excluded.

Pupils of the boys' school receive no pay for their work, although this had been considered necessary at first, before the significance of the work school was fully recognized by the public. The school is now so firmly established that we may assume that hand-work is now taught in school, like any other branch, for its own sake. Indeed as children receive no pay for their exercise in writing, ciphering, etc., they should, in the superintendent's opinion, learn to regard hand-work in the same way.

Respecting the slöjd committee of Upsala län, I learned during my stay in the city of Upsala that it has a secretary and a slöjd commission, which has among other duties, that of inspecting the work schools of the län. The slöjd committee assists each of the schools with a payment of fifty kronor, provided that the instruction in slöjd is so managed that the common school inspector can give the school a recommendation which entitles it to a state contribution, and provided, also, that an annual report is made containing accounts of the time of instruction and the branches of work, number and ages of the children, information as to the teachers' qualifications and pay, area of the slöjd-rooms and their distance from the common schools, and so on. With the addition of the state contribution, every school here thus receives a yearly subsidy of 125 kronor. The slöjd committee loans school models, sometimes also tools. They have for a number of years kept up in the city of Upsala, a sale of domestic industrial products and a home slöjd school, with a two years' course. In the last named institution slöjd teachers have also been further instructed, as a rule common joiners in some of the finer joiner's work, and basket making. During that part of the year in which the building was not used for the courses of the committee, the school has been kept in operation on private account. In January, 1880, the school was for the first time arranged exclusively for common school teachers, and thirteen of these obtained a month's stay at the school and a stipend from the Economic Society of forty kronor. The instruction embraced joinery, turning, simple carving and basket work. Pupils received gratis the articles which they had made.

In Upsala I was so fortunate as to obtain the slöjd committee's report of August 31, 1880, from which I learn that at the end of the school year 1879–80 work-schools were in operation in six communes in the län. They have not made as much progress here as in Elfsborg län. Pupils received four, six and eight hours' instruction per week, which was deferred to Saturday. The reason for choosing this day, I inferred to be, that the common school teachers in the country, in

Sweden, who are engaged for thirty hours' instruction weekly can divide this time into five or six days, and they generally arrange it so as to have Saturday a free day. Then, too, since these teachers do not as yet give the slöjd instruction, making it necessary to employ a special teacher, it was found more convenient to have it given all on one day. In Elfsborg län, on the contrary, where circumstances are different, hand-work was assigned to different days in the week. In the account of two schools, the teacher's pay is given as 125 kronor and 75 kronor respectively, for six hours weekly during eight months. In one province where there are five schools established, they pay 36 öre an hour.

Fourteen to sixteen pupils were instructed at a time. The subjects were joinery, including turning, and in some cases blacksmithing and wire-working. Respecting the schools in one of the districts, it is specified that the instruction shall be such that the pupils will acquire dexterity and ability in making such articles particularly as are necessary for working people — as rakes, spades, axe-handles, harness-pins, lids, etc. In most of the schools models are borrowed from the slöjd committee in Upsala, and sometimes tools also. In one school the boys receive as their own property what they make, and in another they have half the value of the work, or may buy it at half price. Shops, the capacity of which amounts to from 13,000 to to 19,000 Swedish cubic feet, might be situated as far as one-eighth of a mile (about one English mile) from the common schools.

Judging from the articles which I saw exhibited in the store of Upsala län, which, as already mentioned, is kept in the city of Upsala, domestic industry is in an advanced state in the län. The exhibition was particularly rich, comprising men's and women's work, useful objects and articles of luxury in infinite variety.

The work of producers is bought, while the work of schools is sold on commission at ten to twenty per cent. profit. The sales were at first made in the interest of the "Country Economic Society"; but owing to the great difficulty of inspection and revision, it became a private enterprise, and the agency of the above mentioned slöjd committee was undertaken by the bailiff of the neighboring district, Dannemora, who is granted a loan of 4,000 kronor without interest, and a yearly subsidy of 1,000 kronor, to maintain it. It was said that this arrangement has been found satisfactory. The services of a capable woman, who is entrusted with all purchases, and of an assistant, are also furnished. These two are paid respectively 400 and 140 kronor yearly.

There are several such agencies in Sweden, mainly of a private character, but receiving more or less support from public means. Work is partly bought, partly taken on commission at the rate of five per cent. for producers within the län and ten per cent. for others, as I learn from a Swedish journal, "Uddevalla Times," which contains a description of the conditions of many such recent sales. Arrangements of this kind are of great advantage to schools, and make the success of domestic industry almost a necessity, since by means of them the poor producer is enabled to turn his work directly into skillings; while if this could not be done, industrial work would be a failure. Since our industry is as yet but slightly developed, there is, as far as I know, only one such agency in Norway, and this was established in Kristianssand, in 1877, by a gift of 8,000 kronor from the Distillers' Union of that place. Of this fund there have been used in the past four years 2,350 kronor, or, in other words, there has been needed to maintain it, on an average, a yearly subsidy of about 600 kronor. The yearly sales have varied between 3,500 and 4,500 kronor. The manager's pay has been 680 kronor, besides two per cent. of the sales and free rent. The articles sold consisted principally of those required about the house, and kitchen utensils. Models have been loaned to constant workers.

SLÖJD SCHOOLS IN THE CITIES OF STOCKHOLM, UPSALA, GÖTEBORG AND WENERSBORG.

Hand-work for boys has been introduced into the common schools of Stockholm. A plan under consideration for several years for making hand-work obligatory in the upper class, and for the appointment of a slöjd inspector of all the schools, has not yet been carried out. But in five of the "församling" or parish schools, meanwhile, hand-work has been optional, so that in the school year 1879–80, two hundred and fifty-three boys in all received such instruction. The workshops were scantily furnished and gave one the impression of a want of care and system; but the instruction is to be reorganized in due time. They had no collections of models. Pupils who succeeded in securing places had two and one-half hours' instruction, three afternoons in the week, throughout the whole school year. Pupils did not pay for instruction, but received twenty per cent. of the proceeds of the sale of their work. The work was sold after examination. The teacher's pay was twenty kronor per week for 28 hours' instruction. The subjects were joinery and turning, and, in one school, modelling in clay, bookbinding, shoemaking and tailoring. There were, as a rule, twelve boys in each department; in bookbinding there were only eight, as the workroom did not allow places for more. The work was generally well done.

Rector Palmgren's school in Stockholm corresponds in subjects taught to the higher private schools in Kristiania, but in the two years of its existence it has not become so far advanced that pupils can go from the school to the university. Since I may suppose the principle and plan of this school already known from the report of Hertzberg, chief of the expedition, and since, moreover, I took no notes of it on my journey, as belonging to a kind of school the investigation of which was not included in my plan, I shall limit myself to two observations.

The school receives younger pupils than such schools generally do; I saw boys under six years of age busy with such work as paper-braiding and straw-plaiting in patterns, sewing buttons on cards, etc. A little boy of six years was engaged on a very simple but neat piece of embroidery. The workshop was furnished with very small lathes, of which there were many, and by means of which the ornamentation of wood was much practised by the older pupils, in the old Norse style preserved by the Norwegians, of which I found a rich collection in the Norwegian division of the ethnographic museum at Stock holm, but hardly any in the Swedish division.

Objects useful and ornamental carved in this way formed the furniture in Herr Palmgren's private apartments. The same idea was noticed in the school-rooms. On the tasteful school-desks varnished to preserve the natural color of the wood, and on the curtains, the well-known twining dragons were to be recognized.

The work school of the city of Upsala is separate and under the care of the slöjd committee of the län; there is everywhere in Sweden, in town and country, an association concerned with school affairs. This is the oldest in the country, since it was established under the lead of the governor, Count Hamilton, as early as 1872. Hand-work for boys is made obligatory in the two upper classes of the common schools and as such stands on a par with the other branches taught. The slöjd has also its work-room in the public school building. The arrangements are such that boys work three hours in succession. Normally the boys have eighteen hours of lessons and twelve hours of slöjd, or in all thirty hours per week in school. The subjects are joinery with turning, a little carving and basket-making, as well as shoemaking, according to the pupils own choice. Pupils receive conditionally even as much as half the proceeds of the sale of their work, paid after approval, and they earn in a year from fifty öre to six kronor and upwards. The number of those who were instructed at once in the joinery department varied according to the number of pupils in the classes, and when I visited the school it was respectively 20, 12 and 30. Teachers had for their assistance in the numerous classes a boy past the age for confirmation, who is paid five öre per hour and who has also to instruct pupils in turning.

The work is distinguished by solidity and neatness in execution; I have not seen stronger or better work in any children's school. But it would be hardly correct to call it the work of the pupils; for when the schools aimed especially to make salable commodities and received orders from the town people, it was, of course, the teachers who executed the difficult parts. The conditions according to which the teacher was appointed were peculiar for schools. His working time was reckoned from six A. M. to eight P. M., with the usual times of rest for day-laborers. Out of school hours it was his duty to split out and mortise together the children's work, to give it a final finish, and moreover to busy himself in filling the orders given by the towns-people. He received a salary of 1,000 kronor and a house containing two rooms and a kitchen, with firewood. He had a vacation of eight days at Christmas; during nearly all the summer vacation of two months, however, he gave instruction to pupils from all the classes in school who voluntarily enrolled themselves for slöjd for that time.

In shoemaking, as in joinery, the school keeps the products. Poor children, but not particularly those who needed charity, were allowed their shoe-mending free, while those who had the means paid for materials; and the same arrangement was made in regard to new work. It seemed strange to me that a class of more than six pupils in shoemaking should be considered too large there, when the teacher of this branch in Fredrikshald succeeds so well in taking care of sixteen. The shoemaker had 500 kronor per year for thirty hours a week.

The slöjd division of the common schools had a special superintendent, one of the public school teachers, who at the same time was secretary of the slöjd committee, and attended to the private business of the home-slöjd school. He superintends the arrangement of the school, the purchase of material and the sale of work, determines what shall be made, fixes the children's pay for the work and keeps the accounts of the school, for which labor he receives a salary of 500 kronor. According to his statement the slöjd schools of Upsala commune cost yearly 2,500 kronor.

Nowhere in Sweden has so much been done for slöjd as in Göteborg. It has been introduced as obligatory for the older classes into all the common schools, which have 26 different work-rooms, and which furnish instruction to about 1,400 children. The working time of the pupils is ten hours per week. For the supervision of all this, there is appointed a technically and practically educated slöjd inspector, a man eminently qualified for the place, who has a salary of 4,000 kronor. At the time of my visit to Göteborg, in 1880, slöjd had been in operation only two full years; but in 1879 the outlay had amounted to about 30,000 kronor, from which, however, must be deducted the value of the articles made. The teacher's pay was 900 kronor for seven hours' instruction daily, but eight hours of duty, and with two and one-half weeks of summer vacation. It is advanced to 1,000 kronor after six years. Overtime is paid for at thirty öre an hour. Joiners could gain as many as 100 extra hours a month.

The subjects in which instruction was given were joinery with turning, basket work, blacksmithing, tin-plate working, painting and bookbinding.

The school is considered a preparatory school for hand-work, wherefore the teachers are, without exception, hand-workers. As the school is only preparatory and the aim is not for the pupil to acquire general dexterity, one to three months are spent in each department, and the remaining time, when possible, devoted to that work for which he has shown greatest interest and aptitude. But there is not always, by any means, opportunity for this. The pupils oftenest wish to be joiners; but it has been found necessary so to arrange it that tall boys should be put to the lathes and small ones to tin-plate work, bookbinding or painting. It was a rule that the teachers should help the pupils as much as possible. The demand determined what articles were to be made, but there were some indications of a method for beginners. Thus in one workshop I found some beginners who, according to the teacher's statement, in two months had done nothing but saw and plane on a piece of wood and use the rasp in making hammer handles. This would hardly do except in schools where hand-work is obligatory, since it presupposes a perseverance which children do not commonly have in optional work. The pupils had not, as far as I understood anywhere in the school, particular occasion to finish a piece of work independently, since the school aimed to be productive, and for this reason there were generally several engaged with one piece of work, the putting together and the difficult parts of which were left for the teacher to attend to in extra hours.

So far as possible they did work for the common schools, since they hardly wished to come in competition with the trade and thereby run the risk of incurring the opposition of artisans to the slöjd schools. Thus at the time when I visited the workshops there were in process of construction a great many electrical machines; as nearly as I recollect, a whole score, for supplying material for instruction to the common schools. Nearly every part was made in the shop, even to the shaping of the round disks, which were made out of a common thick glass plate. The manufacture of a number of lathes also gave employment to the joiners, turners and smiths. There were already finished several school closets for books, etc., each one the result of the work of many pupils and the teacher. In the bookbinders' shop a great number of plates for schools were being mounted. In the paint shop they were busied with the polishing of school desks. The making of toys, which was rejected as a matter of principle at the slöjd seminary, here found its defence; I saw of such work, among many other things, very well made objects, partly in tin-plate and lathe-work, which had been at the Stockholm Exposition. Work which was not done for communes was disposed of in a Christmas bazaar.

Pupils received a profit from their work; but at the examination premiums were given to the most skilful, provided they had also given satisfaction in the school studies: for this purpose 1,000 kronor were granted out of the school funds last summer. The premiums consisted of tools or a reward in money of 5.40 kronor, according to the pupil's choice; but most of them preferred the former. In the new school buildings of Göteborg rooms for the workshops are suitably arranged at the outset. They are placed partly in the basement, partly in the upper loft, and show nothing unusual except that they are provided with a great number of very small windows (I counted in one room not less than twelve), which stand so close together that they allow the light to enter equally all parts of the room. The rooms are spacious, and this is necessary, since, not unfrequently, there are to be found as many as twenty or twenty-five pupils in one branch, as in joinery and bookbinding. In consequence of this great number, however, the pupils are not, of course, kept fully occupied; many must stand idle. The teachers said that they considered fifteen pupils a suitable number. Still it would seem that in smith's work more could be kept busy.

Slöjd instruction in the common schools of Göteborg has attracted much attention, and certainly with good reason, when we consider the great sacrifice which the city has made, and the truly, in many respects remarkable, skill with which it is managed. But it may well be a question, whether in the management of these institutions there is not rather a want of the right pedagogic view, and whether the work schools have not come to run in the service of the trades and in a track in which they should not go.

In Göteborg there is also a so-called "school of restraint," or, as it is termed at present, a reform school (strafeskolan), in which hand exercise forms an integral part of the instruction. Though I took occasion to make myself well acquainted with this institution I shall omit particulars in order not to be prolix. Since the introduction of hand exercise for boys into the common schools has found no support in Swedish legislation, and hand-work is nevertheless compulsory in many places, I inquired of the slöjd inspectors in Göteborg what was done in case the parent positively refused to send his child to the slöjd instruction. I was answered that such a case had never been met with. On the contrary, I learned later, in my visit to the reform school, that many boys were sent to this school on account of truancy in slöjd.

In Wenersborg slöjd has been compulsory in the common schools since 1872. Before that time every child had thirty hours of school studies; but on the introduction of slöjd the number of hours was increased to thirty-six, one half being devoted to school studies, and the other half to slöjd, from the child's eleventh to his fifteenth year. Instruction is given from 9 to 12 o'clock in the forenoon, and from 2 to 5 o'clock in the afternoon.

The branches of instruction are joinery, smith's work, shoemaking and tailoring. The school furnishes material, and the products are the property of the school. But the pupils, as a reward for diligence, are allowed to make repairs for themselves. The joiners' school makes various useful objects; the tailors' school sews, particularly on trousers for sale; the shoemakers' school makes up boots and shoes, which are sold at about the cost of material; and the smithy turns out such things as hammers, tongs, screw-taps and the like, well made and neatly polished. The smithy was remarkable for its great neatness and a regard for order, which made a good impression. As for tailoring the experience has been that boys, as a rule, had no inclination therefor. The workshops were small, and the pupils were so divided that there were not more than eight or ten in a party at once. The school took orders and the things made up were sold at auction.

The joiner and the smith had 600 kronor a year, the tailor and the shoemaker 500 kroner; the times of instruction were thirty -six hours a week, with a summer vacation of two months.

One of the elementary school teachers was appointed superintendent of the slöjd departments with a salary of 600 kronor.

In Wenersborg is held the school of the northern division of Elfsborg län, which has been in operation four years and is intended to teach grown-up young men from town and country to be useful at home. The school is most frequented by young country boys who have their food from home and hire rooms in town. Turning, joinery, carving, smith's work and drawing are the subjects taught. The school, whose course is continued from the 15th of September to the 15th of May, with eight and a half hours' instruction daily, costs, with the rooms, 2,000 kronor a year, from which the earnings of the school are to be deducted. They employ the smith and use the smithy of the common school.

Work Schools in Kristiania and Fredriksstad.

A very favorable impression was made by the work school of the Kristiania Workmen's Union, which, however, for a city of the size of Kristiania is to be considered as nothing. The school is held in the evening for children whose parents belong to the Union. There were two classes in joinery, one class in basket work and two classes in drawing, each having exercises six times a week, besides classes for women's hand-work. The working classes consisted of sixteen pupils each. The teachers were paid one krona per hour. I had an opportunity two evenings to see the class in basket-making at work under the instruction of an uncommonly able teacher.

The school owns the material, and the work, which is disposed of at an exposition at the close of the course, belongs to the school. Still the most active and diligent pupils reserve one piece of their own work, which is given as a premium. What I saw of models and work executed gave evidence of good taste.

The work school in Fredriksstad is, I presume, an exceptional one of its kind in this country, since it is maintained by the common-school funds. For hand-work there is arranged a roomy place in the second story of the gymnasium of a public-school building. The teacher is paid 1,200 kronor per year, and has besides 240 kronor for six extra hours in drawing. He receives the State allowance as a public-school teacher, which, by reason of the number of hours, is greater than that of the other teachers. He instructs pupils in joinery, turning, basket work, painting and tin-plate work. The work school has in all sixty pupils, divided into classes of fifteen each. The pupils have twelve hours weekly, and every pupil must go through the different branches of work. Most of the pupils paint their own work. The most diligent are allowed in the summer vacation to paint in the school and other public buildings and receive therefor 50 öre per day. The boys, after they have been pupils in the school two years, have leave to make for themselves a part of the tools. Other encouragement is regarded unnecessary, since there is a competition for places.

WORK SCHOOLS OF THE FREDRIKSHALD SLÖJD UNION.

Hardly anywhere in this country (Norway) have greater sacrifices been made for hand-work instruction than in Fredrikshald. Both for this reason, and because as a consequence of the relation in which I stand to the Fredrikshald work schools, I can give a clearer representation of this than of schools in which I have had opportunity for only a brief visit, I will allow myself to communicate some more particular information respecting their origin and mode of working.

Fredrikshald Slöjd Union, invitations for the foundation of which had been already sent out in 1873, at the instance of candidate Oskar Anderson Dietz, was formed in 1875, with the object of laboring for the advancement of domestic work and habits of industry. While the union was still hardly organized, the committee of arrangements invited Herr Ahlborn of Stockholm to give a lecture on domestic industry, and when the union was established there were already subscribers for the purchase of models and a part of the wood-carving tools intended for loans. A more striking sign of the existence of the Union was the establishment of a work school immediately after New Year, 1876. The school was first opened in Tistedal for forty-eight pupils, and a little later, in town for one hundred and thirty pupils, but at first for a course of short duration only, since the means of the union still consisted only of the gifts of subscribers and the yearly fees of the members, amounting to about 400 kronor.

But fortunately for the school, it happened that the Distillers' Association of Fredrikshald in 1876 made so great a surplus profit that it could assist the union with 800 kronor. The city also made a contribution of 400 kronor. Meanwhile the

Association's contribution was successively increased. It has been in the three last years respectively, 2,000, 1,940 and 3,000 kronor, and the contribution of the city has in consequence ceased.

As a result of these circumstances so fortunate for the Union, the work school from a small beginning has constantly gone on in its development. It has by degrees been furnished with a fine collection of tools and models, and this last year it has likewise obtained the lease of a suitable new building with three very spacious work rooms, besides a room for models and a store-room. In 1882 the school will move into a newly opened public school building, in which there have been placed at its disposal four large rooms in the basement, each fourteen yards by twelve, and of good height. One of the rooms has been divided by a wainscotted wall, so that the school gets a joiner's shop, a shoemaker's shop, a room for bookbinding and separate classes in wood carving, one for painting and materials, and a model room in which the finished work is exposed for sale.

A regular work school for boys is also established in the Tistedal suburb of the city, located in the commercial building of that place. The work schools are no longer under the direct control of the slöjd union, but have a separate board of three members, of whom one must be a member of the slöjd union board, and the other the inspector of work schools.

The number of pupils has varied somewhat, but is for the present (first half of 1881) 177. These are divided into fourteen classes, with an average of thirteen pupils each. One hundred and six of them are common school boys, sixty-seven are pupils of the Latin school and four are grown persons who go with the boys. One hundred and twenty are joiners, nine bookbinders, forty-three shoemakers and five tailors. All the bookbinders and eleven of the shoemakers are from the Latin school. The Latin school boys have four hours per week, boys of the paying division of the public school six hours, of the free schools nine hours; but the shoemakers have all, without exception, had six hours per week. The number of hours has always, however, depended in some degree on how the classes could be arranged.

The chief teacher of the school is a joiner with a salary of

1,000 kronor for eight months' instruction, and a special payment of 50 öre for every hour of instruction between the 1st of May and the 30th of August.

The regular term of the school is from the 1st of September to the last day of April, but Latin school pupils may begin October 1. It is the teacher's duty to instruct on an average seven hours a day, and in addition to spend six hours a week in keeping the tools in repair, etc. He is a very skilful carver, and can also, when required, give instruction in basket work, brush-making and painting; sometimes also in bookbinding. The school has at present five teachers by the hour, one shoemaker for eighteen hours, one tailor for six hours, one bookbinder for eight hours, and one journeyman joiner for six hours a week. The pay per hour for them is partly 40 öre, partly 30 öre. In Tistedal they have, moreover, a teacher who has gone through two courses of domestic industry in eight months of the year, thirteen times a week (at 30 öre per hour), and a shoemaker four months, six times a week (at 40 öre).

Besides the more regular work of the school there have been held every year extra courses. At present (first half of 1881) there are instructed in the city school eight grown women and twelve small girls in bookbinding and wood carving. Of the courses given before we must mention two in the manufacture of wooden shoes. In Tistedal there have been held likewise other courses, especially in joinery, including some for grown-up workmen in the winter time, when they have been either not at all or only partly engaged in their business. Last winter the school made an expenditure of 347 kronor as teacher's pay alone for such extra instruction for grown-up artisans. By this means instruction was given to sixty-four persons in basket work, tin-plate work, shoemaking and wooden shoe manufacturing. It should be said decidedly, with respect to the two last-named branches, as well as joinery, that the instruction has shown itself very fruitful. Much time which would otherwise have been spent in idleness has been turned to account in this way. Now, every winter there are made for sale in Tistedal various simple articles of furniture, as well as wooden shoes; the costly boots and shoes of leather have been to a great extent replaced by the cheap wooden shoes, and workmen with trades have been in part employed in place of mere hand-workers.

The pupils in the Fredrikshald work schools have themselves made choice of the branches of work with which they have busied themselves. These branches I shall take occasion to speak of singly.

Joinery.—Together with joinery, that is to say, by the same teachers and in the same place, instruction has been given in turning, carving, basket-making and brush-making. At first there were several pupils in basket work and brush-making, but generally these two branches fell off of themselves. The school furnishes all the tools, except saw blades, which are used in wood carving, as well as all the material, and it retains the pupils' work.

The workshop is furnished with ten smaller carpenters' benches, and one longer bench along the side by the windows, on which places are made for three joiners. In each bench is a drawer containing three chisels, one rasp, one file, one rule, two squares, one brad-awl and one draw-knife. In addition, every bench has a small jointer plane, a fore plane, a smoothing plane, a saw, a mallet and a hammer. The other tools are used by the pupils in common.

From New Year, 1881, they have worked according to a systematic collection of models, the idea of which is derived from the Nääs slöjd seminary. We had, indeed, before this, tried to have a little system; for example, the pupils were given easier work at first, but no definite scheme was drawn up. Our order of work differs, however, in many important points from that laid out for the slöjd seminary. Herr Salomon's catalogue has 216 numbers for joiner's work. Our list has not more than 32; but in very few cases is there only a single article which it has been thought advantageous for every pupil to make. On the contrary, there are generally included from two to six different things, of which the pupil, according to circumstances, has to make one or all; but no number must be wholly passed over. The reason for having so many articles under each number is partly that, otherwise, of some objects there would be so many made that they would be unsalable, partly because it is desirable that sometimes the pupil should have a chance to make his own choice. We enjoin the pupils, and especially the more skilful ones, to make two pieces after the same pattern. If, when one piece is finished, they can make another of the same kind without receiving any assistance from the teacher, that is, without any other help on his part than oversight and guidance, such a work is particularly commended.

The catalogue from Nääs begins with some articles which are intended to exercise the pupils in the use of knives. We begin, on the contrary, as we have always done, with small objects, on which the pupil can practise handling the saw, the plane, and the file. With us, whittling exercises are taken at a certain time in the year, several weeks in succession, by all classes in joinery at the same time. Formerly it was considered risky to trust the youngest pupils with knives, but in the whittling exercises given latterly all took part, and the whole was done without any other mishap than a very inconsiderable scratch of the skin by a single pupil. At the same time the teachers were at their post, and warned the pupils against dangerous handling, and the inspectors likewise constantly enjoined them to be careful. The pupils in joinery also received instruction twice a week in soldering, although this is not connected with joinery ; the oldest boys bring tin-plate utensils from home for repairing. January is the month employed for whittling and soldering.

In the Swedish list of articles there are also inserted pieces of turning work and simple carving ; but with us the turning work is put into a separate list, since we desire that it should be voluntary on the part of the pupils. A very few simple pieces of carving are made by requirement, but the pupil can, if he wishes, get leave to devote himself more exclusively to wood carving, although not before the eighteenth number of the work list is completed. The school has an especially rich collection of patterns in wood carving, which has been supplied during the last year with things entirely in the Norse style.

In the order of work thus laid out the aim has been to go from the easier to the more difficult, as far as possible to practise one mode of hand-work at a time, to teach the pupils the most important manipulations and methods of working ; and finally to make the work less tiresome by giving opportunity for change. After one has examined the list of articles below he will have no doubt of the suitableness of following a fixed plan of work. The pupils themselves appear to be much interested in having an object in view. The teachers on their part are much pleased with this arrangement, for the reason that before they found it difficult and tiresome to guide each pupil in the choice of work.

There is, however, reason to suppose that the plan cannot always be followed entirely to the end. When a work school has labored for some years in a place, the homes in the vicinity are furnished with the productions, and it is then necessary to seek some other way of disposing of them.* This may be done partly by letting the more skilful pupils, when somewhat advanced in the course, omit some, and partly by constantly seeking to bring into use new and suitable models and drawings.

The plan of work, of which many copies are hung up in the workshop, is from New Year 1882 as follows: —

A. Joiners' Work.

1. Stick for Flower-pot.
2. Clothes-pin.
3. Key-tag.
4. Cutting-board, Bat (simple), Clothes-peg, Stocking-board.
5. Hammer Handle.
6. Axe Handle.
7. Coat-hanger, Boot-jack.
8. Ruler (which the pupil keeps).
9. Egg-rack, Fish-fork, Flower-pot shelf.
10. Stool, Flower-pot Stand, Little Rake.
11. Wooden Slippers. †
12. American Axe-handle.
13. Polish Box, Salt or Meal Box.
14. Single Knife Case, Double Knife Case, Rake (common size), Match Chest.
15. Small Wheelbarrow, Small Book Shelf, Clothes-horse (to draw out), Snow-shovel.
16. Baking Utensils, Scoop, Soap-trough, Bat (common).
17. Bread-board, Work-box, Baby Stool, Wooden Gun.
18. Foot-scraper, Grater-stand, Shoe-brush, Buttering Board (with carving), Buttering Board (common).
19. Wood Box, Coal Box, Book Shelf (large).
20. Doll's Bedstead, Boot-jack (with carving).
21. Large Meal Chest, Potato Box, Small Table.
22. Meal Chest (with sliding cover), Stool, Bat (with carving), Sausage-press.
23. Chopping-board, Book-case (with turning), Doll Wagon, Photograph Frame (carved).
24. Spice Box (with two sliding covers), Housekeeper's Box.
25. Saw Frame, Other Joiners' tools.
26. Field-tent Bedstead, Flower-pot Case, Small Spice-box.
27. Child's Commode, Doll's Commode, Child's Stool, Stool.

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* Hitherto it has not been difficult to dispose of articles through exhibitions and lotteries.

† Pupils who furnish the upper leather may keep these. In other cases only the wooden bottoms are made.

28. Stairs, Table, Bedboard.
29. Wash-stand, Trunk.
30. Sled.
31. Wardrobe (polished), Tobacco Box, Key Hanger, Tooth-brush Holder.
32. Stool with legs.

B. Whittling.

1. Sausage-peg.
2. Rake-tooth.
3. Mouse-trap Pin.
4. Clothes-pin.
5. Flower-pot Stick.
6. Harness-pin.
7. Jumping-jack.
8. Different small animals.
9. Butter-spoon.
10. Butter-spade, etc.

C. Turning Work.

1. Tool Handles (many forms).
2. Knobs (many forms).
3. Harness-pin (many forms).
4. Meat Club (many forms).
5. Stocking-last.
6. Beefsteak Pounder
7. Meat Clubs (round).
8. Potato-masher.
9. Fish-masher
10. Chair Legs (many forms).
11. Barrel Tap.
12. Rolling-pin.
13. Coffee-crusher.
14. Match-holder.
15. Fish-fork.
16. Plate-rack.
17. Wardrobe pins.
18. Yarn Reel, etc

The plan for the instruction in wood carving has not yet been completed, but is being worked out.

In shoemaking the arrangement here is somewhat different from what I saw in Sweden. Pupils take all their work from home, and purchase for themselves the needed material. They are busied particularly in repairing their boots and shoes, but not unfrequently they make new ones. A capable and industrious boy often keeps in repair the shoes of a whole family. After the course in the joinery school, pupils make themselves a pair of wooden soles on which they put the upper leather. Of tools the school has only lasts, nippers, some polishing tools, and very few hammers, knives and like things very much needed, so that the pupils will be compelled to procure these for themselves. The work times are six hours a week. Shoemaking is received with great favor by many parents, because of the advantage which is derived directly from the children's work. In the shoemaking school, as a rule, only such obtain places as have worked at least the first eleven numbers of the list on page 191.

Tailoring has been tried for two years. Since the town has a great number of seamen, it was supposed that the chance to learn how to mend and to make simple working-clothes would be improved both by grown people and by boys who were going to sea. But the experiment did not succeed, as none of the seamen have presented themselves, and of the boys not more than four to seven have been got together at one time. So the class was given up in 1882.

Painting has not yet been established a full year as an independent branch; but, at the end of the regular eight months school time, they have undertaken to paint all the joiners' work made up. Not all the pupils of the joiners' school have been engaged in it, but only those who have desired it. Staining has been carried on, particularly in imitation of walnut and oak. One year, during the vacation of the common school, the boys carried on, under the direction of the teachers, different kinds of work for schools, such as painting school-desks, floors and walls, at forty öre per day.

In the bookbindery the pupils do work for themselves and so bring to school books and material, the school supplying only the tools. Without including grown people, nearly all the pupils are from the Latin school.

Instruction in drawing has been introduced into the work schools only since the autumn of 1881, when a course was arranged for thirty of the pupils (common-school boys) with three hours' instruction weekly, after the Stuhlmann method, which is not particularly known in this country but has been introduced generally into Sweden, where it is the one authorized for all technical and other public schools in which such instruction is given. We may state as one advantage, so far as it has been practised here, that it makes the first trivial exercises interesting to the pupils, who have the immediate satisfaction of forming very pretty figures and patterns without its being difficult or departing from the common pedagogic principle of going from the easier to the more difficult. The drawing is done first in a book ruled in squares, and next in a dotted one according to the teacher's sketch on a dotted blackboard painted for this method. Further on, after figures in straight and curved lines have been drawn with the help of lines and points in the two books, there are commonly used drawing-books for geometrical figures according to the teacher's sketch on the blackboard, with the use of the Stuhlmann plates. Then follow other figures, and, finally, drawing from plaster, objects in bas relief, blocks without shading, plaster figures in alto relievo, and blocks with shading. One can learn about the method by reading Dr. Stuhlmann's original work published in Hamburg, or the Swedish translation, both of which are to be had in the bookstores (six kronor).

As to the teaching and the course pursued in the schools the rules and instructions given below furnish some further information. As to the children, the method of ordinary schools is carried out as far as possible. The school has regard to good behavior and aims to inculcate habits of courtesy, neatness and order. The teachers, for example, must require of the pupils a neat appearance, and when school is dismissed must see that everything is put away in exactly the right place.

It was found, as a rule, that it was the younger boys who came to school, and that they left it when they came to the age at which they would derive most profit from the instruction. Such has been the case with pupils in the public high schools, because home work makes great demands on their time when they become farther advanced in school. The reason seems to be that large boys are more useful at home and often can earn wages for work; also, in great part, that large boys have generally a dislike of any constraint. To remedy this and to try to keep the pupils longer in school, it was decided, instead of giving premiums as rewards for diligence, constant attendance and good conduct, to credit the pupils in those branches of work, in which the school furnishes materials and keeps the products, with wages which are regularly entered in a work book, and are not paid to them until they leave the school after having been for a certain time constant pupils. These work wages should, as a rule, not exceed half the value of the work, and they depend on its salability; but a work carried out without the teacher's help receives the highest pay. The work is judged in the pupils' presence by inspectors and teachers jointly, and any observed inaccuracy is pointed out on this occasion. What farther care is taken will be seen from the following rules for pupils, who must pass an examination at this time. When the pupil leaves school, instead of money, a savings-bank pass-book is given him, with encouragement to use it for future savings. The idea of this arrangement respecting work books is derived from the slöjd department of the Upsala common school.

Since it has been supposed that the school will be more highly esteemed and more constantly attended if there is fixed a fee, ever so small, for instruction, there has been demanded a yearly enrolment fee of 3 kronor, which amount for the children of the public schools is lowered to one-half and paid in two terms. This enrolment fee has served to do away with the inconvenience of having a great many report themselves, attend a few times and finally disappear, which is unavoidable, unless measures are taken to prevent it, in places where a great part of the working class is on a low level morally.

School Statutes.

SECTION 1. The object of the school is to promote dexterity and domestic industry in the Fredrikshald community, to give instructions in hand-work to persons of both sexes, and particularly to children.

SECT. 2. Its operations are maintained by, 1, school tuition money; 2, sale of articles made; 3, contributions by slöjd unions or others.

SECT. 3. It is managed in all parts by a board of three members chosen by the government of the slöjd union, of whom one in each case is chosen from the government itself.

The school-board members remain in office two school years, so that one or two go out every year.

In case the slöjd union government employs a paid inspector of schools, he is a member of the board, which can then have two chosen members, of whom one goes out every year.

In case woman's hand-work is included among the objects of the school, the board may call to its assistance one or more ladies who are willing to aid.

The president of the slöjd union takes part in the meetings of the board when he chooses.

SECT. 4. The board chooses its president and adopts its own rules of business; it must make a report of its doings. It makes out instructions for the school inspector, when such a one is chosen, and arranges the daily care of the school.

It makes out a budget for the school year, which extends from Aug. 1 to July 31, and sends to the slöjd union's government at the close of the school year a detailed account of the school's receipts and expenditures, together with an account of the doings of the school for the past year. It chooses an accountant and treasurer, who have to give suitable security.

It manages the means of the school, except so far as that the salaries of the permanent teachers are determined by the government of the slöjd union after the board has made a recommendation. It sees that the school property is suitably insured against fire.

Sect. 5. Provided either the operations of the school are discontinued and closed, or the Fredrickshald community should choose to set up a school with a similar object, the school property of every kind, according to an arrangement formerly made, is to be given over to the city without any payment in return.

Instructions for Inspectors.

1. The inspector shall perform his duties according to the rules which are made by the school board of which he is a member.

2. He makes an inspection, as far as possible, daily, of the school in the city, and, as often as occasion requires, of the division in Tistedal. He has the superintendence of the instruction, order and discipline in the school as well as its economy.

3. Through him requisition is made for all the material and articles of consumption needed for carrying on the school according to the immediate instructions of the board. It is his duty likewise to sell to the best advantage the work which is to be disposed of.

4. He keeps an account of the income and expenditure of the school and determines, with the assistance of the teacher concerned, the wages of the pupil, which are entered monthly in the pupil's work-book.

5. He receives applications for admission to the school and arranges the pupils in classes.

6. He gives, at a seasonable time for the use of the school board, an account of the operations of the school for the past school year, and recommends the budget for the coming year. He, as secretary, makes out the report of the board, which he

preserves, and he has on request to draw up the writings which the board prepares.

Instructions for Teachers.

1. The teacher shall appear punctually at least five minutes before the pupils come, and shall not leave the school in the time of instruction, nor allow the pupils to remain in the workshop unless he himself is present, nor receive private visits in school.

2. If the teacher desires leave of absence for a single hour, or a whole day, he must refer to the inspector, who in a case of necessity obtains the board's consent to grant permission.

3. The teacher shall see to it that the pupils are neat when they meet, that order and stillness are preserved in school, and that the pupils work diligently without leaving their assigned places. Pupils shall be treated with courteous friendliness, but with firmness and earnestness.

4. If a pupil behaves himself improperly in school, the inspector is to be informed of it as soon as possible.

5. The teacher must show the pupils the use of tools, explain the names and arrangement of the parts, and, both by word of mouth and by showing, make plain the mode of working, which must be done not only for the single pupils, but as often as opportunity affords, for the whole division at a time, while all keep still and give attention. That the pupils may learn to help themselves, the teacher must not, on the other hand, help them, except when absolutely necessary. Still, the finishing touches must be given to the work by the teacher, when the pupil cannot do it himself. The teacher must keep his attention directed to the exercise of the pupil in accuracy of eye, the awakening of his thought, and the opening of his eyes to the forms of objects.

6. In the time of instruction the teacher shall go round to every pupil, as far as possible, in a certain order, and afford guidance while he looks out for the performance of the work.

7. The teacher shall require the pupil to use the stock and tools with care, and put everything in its place before he leaves school. Pupils must not be allowed access to the school store-room, or to get materials with their own hands. Teachers must themselves also keep things in order, and see that nothing is found in the wrong place.

8. The head teacher of the school shall keep the tools in good condition for use; the larger repairs are made at the expense of the school.

9. The head teacher has to keep an account of the tools, materials and stock, and give an account thereof at the end of every year.

10. When any objects for use, materials or tools, are needed for the carrying on of the school work, the inspector must be informed thereof betimes. The teacher himself must make no requisition on account of the school.

11. The teacher keeps a book of attendance at school, a catalogue of the work made and of every sale of things which pass through his hands. Nothing is delivered before an order from the school treasurer is shown.

12. Teachers must admit no pupil until he has received from the inspector a certificate that he has been properly enrolled. Likewise the transfer of a pupil from one class to another takes place only with the inspector's consent.

13. The teacher shall take care that the school-room is well aired out for every new class.

14. As to the rest, the teacher must conduct himself according to the directions which are given him through the inspector.

Rules for Pupils.

1. There shall be observed the same order in the work school as in the school for study. Idle talk between pupils is forbidden. Pupils shall at all times conduct themselves with decorum, immediately on entering the school quietly take their places, and not leave them without the teacher's permission.

2. Pupils are not allowed to choose for themselves what things they will make; but they shall follow the working which holds for the school. They shall diligently occupy themselves with their work till it is done. Going over from one branch of work to another is allowed only at the beginning of the school year or at New Year.

3. Pupils must appear in school at a certain time; no one must go into school before the time. No one must stay away from school except in case of sickness, or permission for every separate time. If a pupil desires to leave school before the end of the school year he must be dismissed by the inspector.

4. Pupils shall handle tools and materials with care. Damage which is done in consequence of carelessness, neglect or wantonness, he must pay for himself. When school is done the tools and work must be put in order in their places, and the pupils in turn, only by appointment of the teacher, shall clear away.

5. When the school gives rewards for diligence no pupil will be considered unless he has shown throughout the school year constant industry, and has not remained away from school except in case of sickness, or by permission.

6. As to the respective branches of work in which the school furnishes the material, as in joinery, carving, turning, basket-making, brush-making and tin-plate work, the pupils are credited with a price in the setting of which special reference is made to the diligence and accuracy which is shown in the work. Slighted work receives no pay.

7. The wages earned are entered in a savings-bank book made out in the pupil's name, but he does not receive this until he leaves school; and, as a rule, not then unless he has been a pupil of the school without interruption for three years, or three half years after the age of twelve years. It may be forfeited by staying away from school except in case of sickness or with permission of the teacher, or by the pupil rendering himself undeserving by his conduct in or out of school.

8. Pupils can make a purchase of their work at two-thirds of a moderate valuation; but in this case no wages are given for the work.

9. If the pupils furnish their material themselves, as in shoemaking, tailoring or bookbinding, they have the product free.

10. Unconfirmed pupils pay for enrolment money three kronor per year, payment being made in advance; pupils who are enrolled at New Year pay two kronor. Those who are not in good circumstances can, on request, be let off with half payment. The inspector may demand of free pupils that they deposit fifty öre, which they receive back at the expiration of the school year if they observe the rules of the school.

11. If a pupil shows improper conduct or unwillingness to conform to the rules of the school he can be discharged, and in this case he does not receive back the enrolment fee.

Object of Hand-work Instruction.

Having now finished this description of the method of instruction in hand-work followed in this city, where I have had occasion to study it thoroughly, I shall attempt to answer the questions proposed at the beginning of this paper, so far as this has not been done already in what has gone before.

One question left unanswered is this: What is the object of hand-work instruction? That the answer has not been the same in the different places that I have visited, arises partly from differences in the methods of instruction, partly from the unequal importance which is attached to hand-work in relation to the other school work.

It has been maintained with great force and with much justice that hand-work does not have its full rights unless it is regularly incorporated in the school course, and receives such treatment that it may exert an educating influence on the child, inasmuch as, like modelling and drawing, it aims to develop the pupil's eye, and his sense of form and of beauty. Therefore it should have an acknowledged place in the higher as in the lower schools.

This idea of hand-work as a means of intellectual cultivation is represented in Sweden by Rector Palmgren in Stockholm, and by the provincial governor, Count Eric Sparre, who, in virtue of his office as inspector of the higher elementary schools in Wenersborg, at a closing festival in July, 1880, gave a long discourse, which is reported in the city journals under the title, "A Plain School Talk," wherein hand-work considered from different sides is brought forward as an important link in the higher cultivation. The same ideal view of hand-work as a branch of instruction is also maintained by the first defender of hand-work schools in the North, the Finlander, Dr. Cygnæus. But now, when a regard for the hand-work school has been but recently awakened, it may certainly very easily be somewhat overrated as positively refining, and some may, in a great measure, fail to look at its practical side, which is what the well-known Finnish teacher must have done in a late letter concerning this subject published in a Norwegian newspaper.

In other respects, on the contrary, hand-work can scarcely be ranked too high as a link in the true education. This is no place, however, to consider its significance for moral training. But if we start with the idea that schools likewise have acknowledged it as their business to impart such skill to female children as every child ought to possess, so ought the public school to give instruction to boys also in the use of the hands, so that every man, to whatever station he belongs, should have acquired such power that he may not stand helpless in many occasions of life, as a consequence of a one-sided education; then will a path have been broken by which to arrive at the method in which the school must work.

The exercises should begin with the handling of the tools most often used in daily life, as, for example, the knife, axe, hammer, plane, saw, file, and possibly the paint-brush, because a person with but a very moderate ability in the use of these tools, or only one of them, will many a time find it of value to him; at any rate he will have acquired a practical judgment which will be of use, and he will be prepared to employ his spare time for the repair of furniture and utensils, as well as for the making of simple objects for the practical uses of life, or for the embellishment of his home.

The chief importance must be attached to joiner's work, for the reason that he who understands how to handle joiners' tools will have little difficulty with other simple work. Although turning will train the eye and the sense of form and symmetry, it must still take a subordinate place, particularly for him who cannot be supposed to have the means to procure the necessary tools. A little wood carving can be practised, not only because it serves in a high degree for the cultivation and refining of taste, but because one need not practise it much to be able to produce tasteful pieces of work for his own recreation.

Whittling should not be neglected in the hand-work instruction for boys, since the knife is a tool for the use of which many opportunities will be found at home. If the school omits to give this instruction, there is a risk that the boys will not realize what can be done with this simple and easily available, but, in many respects, superior tool. A certain care, however, must be observed, particularly for the smaller boys. There is more security in this respect when there is opportunity to undertake whittling exercises with the whole school, as in this case rules of prudence can be more forcibly inculcated. At any rate, whittling exercises should begin in this way.

Whether basket making should have a place in school may be exceedingly doubtful. Here, indeed, is a material which happily can be easily made to take any required form, and hence the work therewith may be said to be instructive, and some things for use and ornament can be easily made. But basket making commonly requires much practice and strong hands; the work is of inferior strength and durability, the material cannot be procured in many places, since our native species of willow have a very limited use; and, finally, it cannot be maintained that exercises in basket making have a general value. In order, therefore, not to undertake too much, they should, as a rule, hardly meddle with it. It is another matter to give courses in basket work to grown people with a trained and skilful teacher, when there can be hope of fostering an industry thereby, and when, at the same time, instruction can be given in regard to the planting of willows.*

That undue weight, however, may not be given to my perhaps entirely individual opinion, I should mention that basket work is taught in most of the Norwegian and Swedish schools, which I visited on my journey. But here in Fredrikshald, where pupils themselves have their choice of work, it is said to have dropped out of itself, I presume by reason of a correct instinct in the children or their parents.

Painting, particularly of manufactured articles of wood, appears to be suitable for work schools. I have found by personal experience how easy it is to produce on furniture and household utensils, in an acceptable though perhaps not artistic manner, the common wood colors, as oak and walnut, particularly the latter. Moreover, floor and other painting may be done, when good colors can be obtained by the mere grinding of the colors, and without the help of any other tool than the brush. Very little, therefore, is needed to contribute in this way to convenience and comfort at home, and many will not do without it when it can be done by their own work.

It would be well to give a short course in smith's work, since some practice in the use of the file always proves of use in daily life, and in many cases a forge is not necessary. Tin-plate work, on the contrary, may be said to be less necessary. Still, a little soldering often comes in use and is quickly learned. Other classes can have instruction in this four or five hours every year, the pupils bringing with them old vessels of tin-plate or utensils in need of repair upon which to practise.

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* It is very doubtful whether willow planting is suitable for our climate. The experiment which was made at the Aas Agricultural School did not succeed, because of the severe winter cold.

It can hardly be allowed that shoemaking is of great importance as a means of cultivation. The position which this requires during work is by no means the most suitable for bodily development. Herr Ahlborn of Stockholm said that the medical council of Dresden, for this reason, expressed themselves against its introduction as a school branch. But, on the other hand, skill in mending shoes is so important for people of the working class, both economically and on sanitary grounds, that its place in school may be said to be justified on this account, which cannot be said of tailoring, for instance, for which the boys have shown no liking. The making of wooden shoes with leather uppers should, as a part of the joiner's work, be taught in every working school for boys of the poorer class.

Bookbinding can hardly be of practical importance in any other schools than those which are intended for children in whose homes there are books to bind.

According to the proposition which is laid down as a basis for the consideration of the place of each thing in the work school, namely, that hand-work must be considered as a link in the common education, the work to be carried out should be particularly limited to actually useful objects, and such as do not lie above the pupil's power to make with little assistance. It should be customary for the pupil, as far as possible, to be self-helping, and he should not be deprived of the satisfaction and encouragement to diligence and perseverance which are always sure to follow when one has accomplished a piece of work with only his own help. And that there may be opportunity for the development of taste and a sense of beauty in work, when procuring models, the coarseness and ugliness which often characterizes the work of schools should be avoided.

A plan derived from any other fundamental principle than that the school is for life in general will very certainly lead astray, as has happened, in my opinion, in some places in Sweden where a disproportionate number of hours has been assigned to hand-work, even as many as half the whole time of instruction. With three to six hours a week of obligatory hand-work running through two or three years, any reasonable demand would appear to be satisfied.

The Question of Economy.

As to the simple question of economy, which arises when a work school is to be established, the information from different places which has been already given, will, I hope, afford sufficient guidance as to the pay of teachers. A limitation in the outlay for teachers' help may happen when the number of pupils is very large, but the workshop spacious; in which case, as in Upsala slöjd school, it may be advantageous to make use of a steady, half-grown boy as the teacher's assistant. Such a one would without doubt be able to furnish many of the aids to pupils which are necessary in order that they may not stand idle.

In regard to the outfit of tools for the workshop, it is difficult to determine what sum to apply for, inasmuch as it depends, among other things, on how many pupils may be calculated upon, what they require, and how far the teacher understands how to use the means placed at his disposal.

If there is not a sufficient number of joiner's benches, planks furnished with cheap appliances with which to fasten the work, and placed along the walls of the workshop, may be used to advantage.*

It is also a question touching the economy of the school, how far teachers should furnish material to the pupils. Even if it should be found that this affords certain advantages, still the arrangement is hardly advisable, since in such a case the teachers will be tempted to be too sparing of material, to the detriment of the instruction. On my journey I had opportunity to see to what such regard for saving might lead.

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* From the third in the series of pamphlets by O. Salomon, which has lately come out, — "Slöjdskolan och Folkskolan" — we subjoin the following extract from the description of a Finnish school for eighteen pupils, the Nygård Educational Institution for Neglected Children: "Eighteen of the boys are instructed in slöjd at the same time by the superintendent, who does not consider this number large. As a guide for those who perchance wish to introduce joiner's work as an object of practice into common schools, I here give a list of the slöjd tools and utensils which the teacher at the Nygård school had at his disposal, and which he considered amply sufficient for the male pupils. They were: three planing benches, six hatchets, eighteen hammers, eighteen knives, eight vises, twelve wedges, twelve pairs pincers, six gouges, twelve mortising chisels, fifteen firmer chisels, four turning chisels, five scroll saw frames, four saws, six small and two large gimlets, two bitstocks with bits, three drawknives, three mallets, two pairs

Nor is it advisable to let the pupils themselves furnish material. In the work school of the Fredrikshald Slöjd Union in Tistedal this has been tried one year by reason of the ease with which pupils in this place may obtain wood material. But it was given up because the lumber furnished by the children was very often poor, and because it was made impossible to follow a definite plan of work.

Although it would be a great encouragement to the pupils to be allowed to keep their work, there is something to be said against this. In the nature of things, when this is done, parents will demand to have the choice of what the children shall work at, and they will be dissatisfied if this right is not granted. This is true particularly of joiners' work, while it need not be said that in branches like shoemaking and bookbinding, for example, preponderant reasons may be found for a different arrangement.

Teachers in Hand-work. — School Superintendence.

It is a question of no inconsiderable importance, and one which has not been plainly brought forward before, whom we should choose for teachers of the work schools, or, in other words, what are the principal qualifications which one should seek for in them.

It must be unconditionally insisted on that only one who is able to give explanations fluently can make this instruction a means of cultivation for the pupil, awaken his thought, and lead him to the apprehension and understanding of his work. Likewise only he will have the power to preserve discipline,

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compasses, one pair calipers, two jackplanes, two jointers, two smoothing planes, one butt plane, three squares, two bevels, one two-foot rule, one drill, one filing vise, one glass cutter, one glue pot, one gauge, one screw driver, one whetstone, one scraper, one rasp, one lathe.

"Many, to be sure, would find the above enumerated tools all too few for instructing at one time so many as eighteen pupils, but proof is here given that one can, without much difficulty, get along with small means, if the will is good. The superintendent himself directs the instruction of all the boys. He assured me that he considered it by no means a burden, — this alternate guidance in theoretical and practical objects of teaching. His interest in the former does not hinder him from being warmly enthusiastic for the latter."

who himself either has had a pedagogic education, or possesses a decided innate gift in this respect. If hand-work is a compulsory branch, ability to preserve discipline will naturally be one of the first conditions for a useful teacher, while a very little deduction can be made in the requirements where it is in his power to keep out of school those of less easily manageable dispositions.

In Fredrikshald, where, as a matter of course, they have been obliged to seek, for teachers of work schools, men brought up as artisans, they have still been so fortunate as to get respectable, and, in other respects, particularly suitable teachers; but hitherto it has not been altogether as could be desired as respects the ability of the teachers to give the pupils a full understanding of their work by oral instruction. Discipline, likewise, has not appeared to be their strongest side; and, therefore, they have sometimes been under the necessity of sending unruly boys out of school.

The superintendent of the Swedish slöjd seminary expressed it as his settled opinion that we should strive to obtain slöjd teachers who have been pedagogically trained. The reason for the desire in Sweden that teachers of the common schools shall give instruction in slöjd must be sought partly in this idea. But among teachers so cultivated, even when they have gone through an institution like the Nääs seminary, there will not be found such practical skill as in a man who has served his time in a trade. But when I expressed to the superintendent of the seminary some doubt of the sufficiency of this short course which the Swedish teachers commonly take, he remarked that it is not of so much consequence for teachers to possess a full degree of skill as artisans, as to learn modes of work for the simple operations, and to understand the handling of tools. It is, moreover, astonishing, he said, how much an enthusiastic man can learn in a short course, and how much the common-school teachers thus instructed usually accomplish with the little that they have learned in a vacation course.

But directly the contrary view was expressed by the slöjd inspector in Göteborg, who did not wish to hear of any other teachers than hand-workers. He thought it was not difficult to impart the pedagogic habit to them in a tolerably short time, which, however, must be more easily said than done.

If there is occasion to procure a teacher for a work school, of course he will be the best who has acquired a perfect education, both pedagogic and practical; as, for example, if, after having wholly or half served his time at a trade, he has obtained continued instruction in a pedagogic and practical institution.

Such an institution would have been formed in a certain degree, if the seminary course among us had been widened out, and at the same time hand-work had been made a compulsory branch in it. Our country boys not so very rarely possess already considerable dexterity, which is sometimes held back. But it would be otherwise with those who came to the seminary after hand-work had been introduced. Probably many of the young boys who intended to be teachers would employ the time between confirmation and their entrance into the seminary, far more than hitherto, in acquiring manual skill, since this now would have a real value for what is to be their life-work. In this way it would be possible to get very eligible teachers for work schools, and this in a still higher degree, if matters develop so far that everybody already as school-boys should receive instruction in hand-work. Then those in seminaries who distinguished themselves in hand-work would not lack opportunity for continued development, and would be able to prepare to serve as practical teachers of hand-work for schools which have need of such.

I have seen the thought expressed that we should have a seminary exclusively for hand-work. But it is not to be supposed that such an arrangement would in the long run be sought for among us, because there will not, in general and to a great extent, be found special employment for practical teachers of hand-work. As respects the country districts, as a rule, it will be necessary only so to arrange the hours that there will be no occasion to employ a special man for the sake of this branch. In the towns, and particularly the larger ones, practical teachers will be necessary, but it is doubtful whether the need can be supposed to be so great that it is reasonable to have a permanent special school established. Probably for some time to come we shall have to look to artisans, and among them seek out such as naturally possess the ability to manage and instruct children.

If circumstances are such as to make it desirable to have one and the same man undertake instruction in many branches of work, as a rule it will be best to engage an active joiner who will consent to take, either in his own town, or some other if he prefers it, a short course in such hand-work as is most commonly practised by a man of the trade.

But it must not be supposed that a man without general or pedagogic education will profit very much by making a tour in the interior of our own country, or in Sweden, or Denmark. Certainly most of the public moneys which have been placed at the disposal of teachers of domestic industry for this purpose have been spent in vain. On the other hand it must be allowed that for most it would be very profitable to have an opportunity to stay a week's time in a school in which instruction is carefully arranged according to a good plan, and in all parts of which order and good habits prevail. But a short stay of this kind is very different from the common way of spending travelling money, in which the person gains a multitude of changing impressions, but lacks such qualifications as enable him to collect and make use of them.

In case the instruction in hand-work is thus left to teachers trained only in the way of the trade, and, in particular, when the school is so large that it has many teachers in hand-work, the superintendence of a pedagogically educated man should not be dispensed with. But we cannot suppose that this superintendence will be satisfactorily provided by an ordinary school board; on the contrary, we must start with the idea that among the teachers of a large city, either in the higher or lower schools, some one may be found who is so endowed that he will be able to undertake this superintendence with success. Examples of such cases are already adduced from Sweden. In Upsala one of the common-school subordinate teachers, and in Wenersborg a teacher in the elementary school, is superintendent of the slöjd department of the common schools.

But as to the country districts, when a step is taken, at the public expense, to put aside the obstacles to the introduction of this instruction into schools, care should be taken that the want of assistance for teaching may be supplied by the establishment of courses, like the Swedish in vacation time, for those who are already appointed teachers.

But too many branches of work should not be undertaken. In a course of five to six weeks it can hardly be advisable to be busied with anything except joiner's work, together with a little carving and wood turning, unless some make trials in painting, guided by written instructions. Desirable as it would be to include drawing, still the time is too short for it. In Sweden they are accustomed commonly to arrange so that there are provided separate drawing courses, and this as well for the female as the male teachers of the common schools. In such courses, for teachers in manual exercises, the work should be done according to an established series of models, and it will be of great advantage for each one to carry home with him the work done, not for his own private property, but to belong to the school, as the foundation of a collection of models. The Fredrikshald Slöjd Union has taken the initiative in having a course arranged according to this principle, held yearly in Fredrikshald, in the summer vacation, at the public expense. The outlay for materials is estimated at Nääs at five kronor for each pupil in a five weeks' course, and in Upsala at one hundred kronor for a course of one month for thirteen pupils.

If such courses are extended, according to Herr O. Th. Ödes' plan, to three months, time may be spared for drawing; but still it should be unhesitatingly decided to lay stress on joinery and to institute basket-work, etc., as being branches of like character. Yet there are certainly important circumstances which are unfavorable to courses of such long continuance. Teachers will not, as a rule, have a chance to be away from their work so long, and there will be no use for trade teachers instructed in so many kinds and at the same time to so small an extent.

The need of carrying instruction farther than is possible in a short vacation course must be satisfied in another manner, as by the establishment of special courses for those who have gone farther, or by reserving for those who have gone through one course, places in a following course. In general, we shall hardly be able to reckon on giving teachers opportunity to attend more than one.

While it is desirable to take a step for the introduction of hand-work into schools, by the establishment of yearly courses at convenient places around in the country, it is important that the instruction, from the very beginning, should be brought into the right track. For the districts which would introduce this instruction into the schools there should be a chance to obtain guidance for their arrangement, and the schools which must obtain public aid, therefore, should be subject to an inspection to make sure:

1. That the work is done according to a well-devised plan.
2. That the work is done, not after clumsy patterns, but tasteful ones.
3. That teachers know how to induce their pupils to carry out their work with exactness and care.

To this should be added, perhaps:

4. That schools in places where circumstances invite thereto, should try to work in the service of industry.

Introduction of Hand-work into our Country Schools.

It is asserted that domestic industry in our country districts has retrograded in the last decade. The long winter evenings, when hard labor does not tax all the working force, in many places, as we are assured, are now passed in idleness, while before it was common to find the family busy around the fireplace, the male and female members each with his and her own work. No doubt, also, the extended operations of factories in later times have made it easy to obtain many objects of necessity, which one must formerly make for himself or do without; and then, too, advancing civilization has brought in a division of labor, whereby much of that which earlier lay within the field of the farmer's industry has been absorbed in trade work. If such a division of time is an inestimable gain for him who always has his time occupied, it by no means follows that the same is the case when one has, at certain times of the year, many leisure hours to spare. If it is true that the large industries in our time are likely to stifle domestic industry, and the farmer, the cottager and lodger are often without occupation, then there certainly is no better remedy for this evil than the introduction of hand-work for both sexes into the common schools. Thereby will children be given early an inclination and desire for work and a comprehension of the value of time, which will be useful to themselves and others. There will no longer be such clumsy and awkward servants as before;

there will be laid a good foundation for diligence and domestic industry in all homes. In Finland, Sweden and Germany, philanthropists have made great efforts for this object, and with good fruit. Then why shall not we also follow this good example, and with a means so natural seek to promote the welfare of our poor people and bring the blessings of industry into the house and cabin.

There can be no doubt that what is called labor does not stand in high estimation in our country among the higher class of the community. If it was formerly so that only the young girls avoided as base almost everything that is called work, this view now presses itself as a cancer more deeply into the family, and it has outwardly reached even the better situated class of farmers. The introduction of hand-work into the schools will certainly also help to remove this contempt for bodily labor and promote a recognition of its actual nobleness.

To be sure it would be of great advantage to have established here and there separate work schools; but the work school is first assured a permanent existence when attached to an established institution. Moreover, there are, as already mentioned, many circumstances which show the advantage of their connection with the school. When only a very limited number of hours is to be allowed, we cannot reckon on any other teacher in hand-work than the common-school teacher, whose pedagogic training and practice in preserving discipline, and in giving oral instruction besides, must be of great value; moreover, the objection cannot be raised any more in boys' hand-work than it can in girls' work, as well as in such branches as writing and gymnastics, that it will serve to divert the teacher from his proper business and spread out his labor, since such branches must much rather be a rest for him and a beneficial change of work.

It is at length established by the experiments made in Sweden, that what may be lacking to him in practical skill, can be replaced by his superiority in other respects, especially when by exercise in a definite plan of work he has accustomed himself to the commonest manipulations and modes of work, beyond which instruction, in a boys' school, can never be carried. I have in this connection sought to show what may be said in favor of the employment of school teachers for instruction in hand-work, notwithstanding I have been obliged to repeat some things which have been said before.

It does not require a very great outlay to introduce hand-work into the common schools, the district schools and the public high schools of the country, and I shall add some remarks on what it will cost to introduce hand-work for boys as an ordinary branch in a common school in the country, in which thirty-two weeks is fixed as the average amount of school time. There must, of course, never be any idea of bringing in hand-work at the expense of the studies, and so there must be a little increase in the teacher's salary. If we call the time of instruction six hours per week, and the pay per hour 50 öre, we have 96 kronor a year. On the supposition that this outlay is equally divided between the state, the country and the district, it is not very much for each. We may consider that the cost of material, as far as relates to joinery, will be about covered by the income from the pupils' work.

Providing a shop is undoubtedly one of the greatest difficulties in the introduction of hand-work, since in the very rarest cases only will there be a vacant room suitable for it in the school-house or in the immediate neighborhood; and it will not do to arrange the school-house loft for this purpose, wherefore a small building must be erected. But even this is hardly impracticable if there is only an interest awakened. Furnishing the workshop with tools will occasion no great difficulty; there need be procured only just the things necessary. Even if a beginning is made at first by borrowing, the teacher, with the assistance of the largest and more skilful pupils, can make a part. It will do to have two at one planing bench, and the pupils can busy themselves by turns with turning, carving, whittling, shoemaking, etc. In Sweden the tools are moderately reckoned at 150 kronor.

*Catalogue of Tools for a Liberally Furnished School-room for Joinery.**

10–12 small planing benches, 25 kronor each; 1 wrench, 1.5 kronor; 1 to 3 bench screws with bench-hook and drawer for fixed bench, 7 kronor each; 13 jointer-planes, 5 kronor each; 13 smoothing-planes, 3.5 kronor each; 13 jack-planes, 1.5 kronor each; 13 gauges, 1.5 kronor each; 13 saws with brass mounted frames, 2 kronor each; 13 turned wooden mallets, 39 English chisels, 80 öre each; 13 English rasps, 1 kronor each; 13 English files, 80 öre each; 13 hammers, 1 kronor each; 26 squares, 40 öre each; 13 scraper-blades, 40 öre each; 13 scratch-awls, 25 öre each; 1 large saw, 2 kronor; 1 tenon-saw, 50 öre; 1 back-saw, 2 kronor; 1 compass-saw, 1.5 kronor; 1 filing clamp, 80 öre; 1 saw-set, 30 öre, 1 tonguing-plane with iron, 2.5 kronor; 1 grooving-plane, 11 kronor; 1 butt-plane, 3.5 kronor; 1 rabbet-plane, 1.7 kronor; 1 screw-plate, 3 kronor; 12 hand-vises, 1.25 kronor each; 2 screw-drivers, 1 75 kronor each; 1 bevel, 60 öre; 1 beveled rule, 60 öre; 1 pair beam compasses, 1 kronor; 1 meter stick, 60 öre; 1 pair compasses, 50 öre; 1 spoke-shave, 1.5 kronor; 3 reamers, 40 öre each; 1 brace with auger and centre-bits, 4 kronor; 1 pair pincers, 80 öre; 1 screw-tap, 50 öre; 1 American axe, 2.5 kronor; 1 vise, 9 kronor; 1 glue-pot, 1.6 kronor; 1 paraffine heating lamp, 5 kronor; 1 grindstone, 6 kronor; 1 whetstone; 1 chalk line; 2 lathes, 50 to 80 kronor each; 1 oil can, 60 öre; turning-tools, in all, 7 kronor; 2 pairs calipers, 50 öre each; 3 saw-frames, 2 kronor each; 36 carving chisels, in all, 30 kronor; 15 sheath-knives, 2 kronor.

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*The catalogue corresponds to the furnishing of the joiner's workshop in the Fredrikshald work school; the annexed prices are in most cases reckoned from the work school of the Bierman foundation in Kristiania, which received its tools from Fredrikshald.

(Equal to 886.71 kr. = $372.42.)

[NOTE.—According to a recent statement of the Director of the United States Mint, the Swedish krona is worth 26.8 cents.

The öre is the 100th part of a krona.

Hence the figures given on pp. 169, 174, 175 should be altered thus: P. 169, 7th line from the bottom, instead of $31.50, read $20.10; p. 174, 13th line from top, instead of $63, read $39.45, and instead of $126, read $78.90; p. 175 4th line from the top, instead of $84,000, read $53,600.—J. M. O.]

C.

REPORT ON INDUSTRIAL INSTRUCTION IN THE DWIGHT SCHOOL,

BOSTON.

REPORT.

CITY OF BOSTON.

In School Committee, July 5, 1881.

Ordered, That the Principals of the Dwight and Sherwin schools be authorized to accept the liberal offer of the Industrial School Association, and to permit such of their pupils to receive the instruction thus tendered as may, in their judgment, be best fitted to profit by it; the instruction to be given at such time as will least interfere with the progress of the pupils in their regular studies.

Ordered, That the above-mentioned Principals be instructed to report to the Board the results of the instruction thus given, at the end of the school year.

In compliance with the above order, I respectfully submit the following as my Report.

In order to carry out the generous offer of the Association, it was thought necessary at the outset to secure a good room, in which the lessons in manual instruction might properly be given to the pupils of the two schools mentioned in the order. During the early fall considerable time was taken, and many visits made, to different parts of the district, in search of such quarters. The committee of the Association found, however, no single place that was not open to serious objection, either on the ground of poor light and ventilation or on that of bad surroundings.

It was not until they had concluded to accept one of the school-rooms of the Dwight School building, for the time being not in use, that they felt that any progress had been made in that direction.

It was owing to this difficulty of obtaining suitable rooms that Mr. Stone of the Sherwin School agreed with the committee and myself that the experiment had better be confined to one school, and that it should be the one under whose roof the trial was to be made. This room, though rather small (27 ft. × 27 ft.), was found in other respects to be a good one for the purpose.

The Superintendent of Public Buildings ordered the seats to be taken out, the room was cleared of all its school furniture, the benches placed, the tools bought, the teacher — Mr. Walter Bachelder, a carpenter and builder, of Chelsea — secured, and everything was ready to begin in December, 1881, soon after the annual municipal election. This room had been designated by the City Council as one of the voting-places in the ward.

On the first Thursday of January the instructor gave his opening lesson to a class of eighteen boys — all who could be accommodated at the three benches at one time. These boys had been selected by myself from the graduating class, without reference to their standing, and no conditions were made with them, except that they should not fall behind in their regular school work. Another class of the same number was selected from the second, third and fourth classes, in order that the experiment might be tested by a wider application to ordinary grammar-school material. Many of these latter had already handled tools to a certain extent, either at home or in their fathers' workshops.

In arranging the practical details of the school with Mr. Bachelder, it had been agreed that school discipline should be maintained throughout the sessions; that the programme should be carefully written out on the blackboard; that each boy should be marked on the work done, and that a record of it should be kept. All this was faithfully carried out, and contributed, as I think, largely to the final success.

From this beginning to the close the school went on with unbroken and successful regularity. The teacher was promptly on hand, the order was good, the pupils interested. It was delightful to see the eager desire manifested everywhere in the room to do the day's work well.

There was no absence, no tardiness. On one occasion a count was made, and seventeen out of eighteen pupils were found at work at one o'clock, when two was the hour for beginning.

It was feared that the noise of many hammers and other tools in use at once (as was necessary in giving the same lesson to a whole class) would be so great that the other rooms on the same floor might be seriously disturbed. It was arranged, therefore, that the school in the adjoining room should proceed to the hall whenever a lesson in the training-room was going on. Practically, however, no trouble was felt from this source. The walls in the school-room were found to be so thick as to deaden the sound almost completely.

It was thought, also, that taking a part of a class away from its regular school work would result in more or less detriment to its progress in the prescribed studies. Here and there a complaint was made by the teacher of some second-class boy, that he was not doing his work well in his own room; but the pupil, in every case, was so anxious to remain in the "carpenter's class," that a word or two of warning was sufficient to bring his performance up to standard again. The result, so far as the first class is concerned, has been tabulated, and will be found in the paper marked "C." On an examination of this paper it will be seen that no boy fell below the required per cent., and each boy received his diploma. I consider that the results go far to prove that manual training is so great a relief to the iteration of school work that it is a positive benefit, rather than a detriment, to the course in the other studies.

The lessons, as prepared and given by Mr. Bachelder, are appended to this Report and marked "Schedule A."

The school was visited by a large number of ladies and gentlemen, some of them from distant parts of the country, and many of them anxious to learn the details of the plan upon which the school was carried forward. It was also visited by members of the School Board, the Superintendent of Schools, and by many educators of all grades; thus showing a widespread interest in the general question of manual training in the public schools.

The cost of the school to the Association from January to May, inclusive, five months, as furnished by Henry S. Grew, Esq., treasurer, covers every item of expense in a school of this size, except those which, in another building, would have to be met under rent, lighting and heating. The figures in full will be found in the paper marked "B."

Here, perhaps, I ought to close my Report, having answered the demands of the order passed by the School Board, in giving the results of the instruction in manual training in the Dwight School.

But I have a conviction, and with permission beg to state it here, that this instruction is surely in the line of the teaching that is to be. I would be glad, therefore, to see the experiment still further tried, and all the experience which has been gained, and all the plans which have been essayed, fully formulated, availed of, and worked out into practical details, so that by and by, at the proper time, the best kindergarten work, the best object teaching, and the best methods of manual instruction shall be known; and, furthermore, shall be "organically combined with the whole scheme of education, and be made to support and coalesce with all the other studies of the child."

It is easy to see that this hand instruction may be made the means of teaching whole chapters of arithmetic more thoroughly. I have seen it made the means of teaching geography and natural history effectively in our own school.

There are high authorities who believe there can be no thoroughly clear, vigorous, and enlightened brain without the cultivated hand. Such are Sir Charles Bell, the author of the Bridgewater Treatise on the Hand, and Dr. William B. Carpenter, the physiologist, now visiting this country. If these men are right, then manual instruction introduced into our schools would be a step forward because it would have a special value of its own in developing the mind, which is the avowed purpose of all schools.

The great difficulty will be the lack of competent teachers. But that difficulty may be met, as it has been successfully met once before. What has been done in the matter of drawing may yet be done in industrial work. A corps of teachers, as suggested by Gen. Walker, may be furnished by the Institute of Technology; and that institution may eventually do for industrial, what the Normal Schools of the State have done for general instruction.

I have, in closing, to acknowledge the interest shown in the school by very many friends, to whom I feel under great obligation; especially to the Rev. Mr. Chaney, the president of the Industrial Association, and to Mr. Henry S. Grew, its untiring treasurer; to Dr. J. G. Blake, who spoke words of encouragement and advice to the boys in the midst of their work; to Mr. Bachelder, the faithful teacher of the class, and to many others who gave their encouragement and support by visiting the school again and again.

JAMES A. PAGE.

"A."

Topics of the Industrial Class of 1882.

LESSON I.

1. Striking square blows.
2. Nailing, first process.
3 Nail and setting nailing.
4 Nailing on line.
5. " flush.
6. Blind nailing.

LESSON II.

1. Toe-nailing.
2. Straightening small piece of pine.
3. Planing surface of small piece of pine.
4. " " " large " "

LESSON III.

1. Joint and square the edge of the board.
2. Remove the jointer's iron, and readjust it.
3. Learn to use the gauge.
4. " " " splitting-saw.
5. " " " rule and pencil in drawing parallel lines.

LESSON IV.

1. Learn to use the chalk and line.
2. " " " try square with pencil and knife.

LESSON V.

1. Learn to use the cutting-off saw.
2. Remove the jointer's iron.
3. Sharpen the plane-iron on the oil-stone.

LESSON VI.

1. Learn to use the cutting-off saw with bench-hooks.
2. Learn to use the block-plane.
3. Learn to cut a chamfer with a chisel.

LESSON VII.

1. To cut a chamfer with a plane.
2. To learn to use the bit and bit-brace.

LESSON VIII.

1. To plane a piece to an even thickness and width.
2. To make several pieces of the same length and width.
3. To make one piece of a certain length and width.

LESSON IX.

1. To nail together several pieces, work out the same, making a box with three apartments.
2. To plane a piece of an even thickness, one end to be wider than the other.
3. To make a tenon.

LESSON X.

1. Paring with chisel.
2. Cutting chamfer with chisel and plane.
3. To make a piece having eight sides or corners.

LESSON XI.

1. Marking and boring.
2. To reduce each end of the eight-cornered square pieces to fit a $\frac{3}{8}$ hole.
3. To make a mortise.

LESSON XII.

1. To cut a square block to a described shape.
2. To chamfer the same.
3. To sand-paper the several pieces.

LESSON XIII.

1. Sand-papering.
2. Fitting together the different pieces to make good joints.
3. To put together the different pieces with glue.

LESSON XIV.

1. To make a box for the oil-stone, — to be made of two pieces of wood.
2. To halve together two pieces.

LESSON XV.

1. To make an open mortise and tenon.
2. Gluing.

LESSON XVI.

1. Make a double open mortise and tenon.
2. Sand-papering.
3. To plane and square.

LESSON XVII.

1. To make a tenon. (Review.)
2. To make a mortise.
3. To fit them together.
4. To plane and square.

LESSON XVIII.

1. Planing and squaring.
2. Marking.
3. Making tenon. (Review.)
4. Mortise to be made. (Review.)
5 To fasten mortise and tenon with draw-bore.

"B."

Statement of Cost of Industrial School held in the Dwight School-house, Boston, January to May, 1882.

Thirty-five lessons of two hours each to two classes of 18 each (36 boys, each 2 hours' lesson per week).

Instructor,		$175 00
Stock: Boards and material to work up,		20 75
Sundries,		21 43
Two new benches and labor of starting the school,	$146 64	
Estimated cost of one old bench,	50 00	
Purchase of new tools,	120 48	
Estimated cost of old tools on hand when school was opened,	161 90	
		282 38
Janitor of Dwight School,		15 75
Total,		$711 95

HENRY S. GREW,
Treas. B. I. S. Ass'n.

June 1, 1882.

"C."

Industrial Class of 1882.

1.	Albree, E. H.,	Out of a possible 1,000,	received	682
2.	Baldwin, W. H,	"	"	713
3.	Blodgett, E. W.,	"	"	866
4.	Bowker, E. W.,	"	"	932
5.	Boyce, C. A.,	"	"	877
6.	Boyd, A. R.,	"	"	817
7.	Crockett, W. B.,	"	"	985
8.	Dymond, H. R.,	"	"	914
9.	Eichler, J. E.,	"	"	942
10.	Goehl, G. P.,	"	"	946
11.	Masters, G. E,	"	"	957
12.	Merrill, J. B.,	"	"	857
13.	Murphy, P. T.,	"	"	842
14.	Parker, H.,	"	"	761
15.	Savage, P. H.,	"	"	817
16.	Wardwell, H.,	"	"	713
17.	Welsh, T. F.,	"	"	685
18.	Wiggin, H. A.,	"	"	728

D.

REPORT OF GEORGE A. WALTON,

AGENT OF THE BOARD.

REPORT.

To the Board of Education:

The principal part of my time during the past year was spent in the schools in company with committees, in conventions of teachers and school officers, and in arranging for and giving instruction in the teachers' institutes. A small portion was spent in the office of the secretary, and one week, by permission of the board, in examining the Normal and Agricultural Institute at Hampton, Virginia.

In the early part of the year I completed the examinations begun in Bristol County the previous year. The results in the towns visited were not materially different from those published in my last year's report. I visited also above forty other towns and cities in the eastern part of the State, giving in the cities especial attention to the schools of the grammar grade.

The months of September, October and November were consumed in the institutes, and the greater part of another month was taken up in visiting towns where they were to be held, and towns adjacent.

The nature of my work from year to year is so similar that a report of my observations in detail seems hardly necessary at the present time. With the many excellences, and the steady improvement in the schools, it is not difficult to find serious defects. While in some of the towns good organization and careful supervision have greatly improved primary instruction, in others the grammar schools are still hampered by the defective training their pupils receive in the lower grades. Generally, the solicitude of the parent for the advancement of his child is less in the child's earlier years; the regularity of attendance is less carefully watched by the committee and teachers; the wages of primary teachers are comparatively low; inexpe rienced or untrained teachers are oftener placed, and incompetent ones longer retained, in the primary schools than elsewhere. The result is, the higher, or grammar school has to contend against defective early training, and is often largely occupied with teaching the elements to pupils old enough to begin the study of the sciences. The inference is that the instruction of the schools needs thorough organization and more efficient supervision.

Aside from these general considerations, there are two special points to which, through you, I wish to direct the attention of teachers and committees. These have reference to the examination of the schools, and to a single particular in the course of studies.

EXAMINATIONS.

While there may be differences of opinion as to the extent and method of school examinations, there can be no doubt that examinations of some kind and to some extent are useful and necessary. In my visits I have taken pains to learn what methods are used, and the extent to which examinations are conducted by school committees. The oral method is the one almost exclusively used in the small towns. In the cities and large towns this has given place to the written method, by which the pupil writes the answers to questions proposed by the examiner. I find, however, schools in large numbers, that are never systematically and thoroughly examined at all.

On the other hand, there are schools where the protracted examinations and the corrections incident, impose a very heavy burden upon the pupils and teacher; the days of examination are days of dread to the one, and the nights which follow, nights of weariness and exhaustion to the other. This is most unfortunate, and, I believe, quite unnecessary. The important use of the examinations is to exhibit the degree of success of the teaching and instruction, that is, to show what the teacher does, and what the result is to the pupil. For this purpose the examinations should be both oral and written; the latter cannot be dispensed with; to test the thoroughness of the teaching and the accuracy of the pupil's knowledge, the answers need to be given in writing. It is not enough that the tests be applied by the teacher; they should be given by some other person authorized to examine, by school committees or superintendents of schools. For the lower grades of schools, tests that are brief and to the point, frequently submitted, are better than protracted examinations at periods remote from one another; the latter tend to weary and disgust the pupil, and so to defeat the purposes of the examination.

Some schools which I have visited during the year are fortunate in being under teachers or superintendents who apply their tests with such skill and frequency, that upon ground the pupils have passed over almost no errors are made; the original examination papers in some of these schools have all the perfectness of a transcript. Such a system of testing, while it saves the teacher from the drudgery of examining a mass of slovenly papers, tends to careful teaching and accurate scholarship.

As ordinarily conducted, the written examinations present to the pupil the occasion for deception; this in some schools is practised to a painful degree; few schools are entirely free from the effort to copy the work, one of another. It is a common observation that where the tests are most frequently, if judiciously, applied, not only are the best results obtained, but there is found the least inclination among the pupils to compare their work; a habit of self-reliance is acquired which in a great measure guards against the temptation. It is true, also, that where there is the best teaching, there is the least temptation to deception, and, I might add, there is the least occasion for any formal examination.

It has been my purpose in connection with my visits to the schools the past year, to show to teachers and committees how a few simple tests may be employed to discover the character of the school work, and how the tests may be applied so as to insure results which are reliable. For this purpose, I prepared for the examination of the upper grades of the grammar schools, eight exercises in each of three branches, arithmetic, geography and language; it is not necessary to give the exercises in this report, as my object is simply to explain the plan. To carry this out, one exercise in each branch was printed upon a card, a set of eight cards containing the twenty-four exercises. The cards of a set were marked I., II., III., etc. By having a sufficient number of these sets of cards a class of any size could be examined.

To prepare the pupils to take the examination, each, being furnished with pen, ink and paper, receives one of these cards. If there are in a school forty pupils, for example, when the cards are distributed five pupils have the same exercises to write. By this plan of examining, the cards can be distributed so that pupils having the same work will be separated from each other. After the distribution is made each pupil puts upon his paper the number marked upon his card, and then writes the answers to questions found there; this done, the pupil's part is performed. The rank of the school is found by inspecting and marking the pupil's paper. In the examination above described the pupils did their work in a half-hour; the marking of the papers required more or less time, according to the number of pupils.

The advantages of this form of examination are: (1) a great saving of time and labor for the pupil in writing the exercises, and for the teacher in examining the results; in the above instance but one-eighth as much time was taken and labor required as would have been if each pupil had answered all the twenty-four questions; (2) the temptations incident to written examinations where pupils sitting side by side have the same work to do, are largely removed and thus the reliability of the results are assured.

That this method does not test the individual as would a more extended examination is admitted; it does, however, test the teaching and instruction of the whole school. And to a great extent the standing of the individual pupil must be left to the judgment of the teacher; assured of the good quality of the teaching, that may well be trusted to give the rank of the pupil.

That the few simple tests thus applied do show the condition of the school, has been proved by repeated comparisons of the results of these with the results of more extended examinations. A notable illustration of the value of simple tests occurred in the examinations made by the committee appointed to examine the graduating class at the Hampton Normal and Agricultural Institute in May. An examination upon six or seven branches of study, occupying three days of the students' time, resulted in an average of 61.3 per cent. A subsequent examination in three branches, with the simple tests above described, occupying a brief half-hour, resulted in an average of 61.7 per cent.; a difference of only four-tenths of one per cent.

For testing individual pupils more extended examinations may be needed; even then it is practicable to make them quite simple. But for general purposes, as necessary as is some form of written examination, simple tests, properly applied, are all that is required.

ARITHMETICAL ANALYSIS.

The particular point in the course of studies to which I wish to direct attention is the teaching of arithmetical analysis. In the examinations of previous years the comparatively poor results in arithmetic, considering the time bestowed upon that study, have been forced upon my attention; there is a want of accuracy in the simplest operations, and a lack of ability in the pupil to determine what operation to apply in the solution of miscellaneous problems. As a means of discovering what is the average ability of pupils in analysis, I have when practicable, in my visits to the schools the past year, tested the higher classes of the grammar schools with problems similar to the following: —

1. If two boys can shovel a snow-path in 24 minutes, in what part of an hour can three boys shovel it?

2. How many cans, each holding $1\frac{1}{5}$ pints, will be required to hold 7 gallons 2 quarts of preserves?

3. How many cups of coffee, each containing $\frac{2}{3}$ of a gill, are there in 1 gallon of coffee?

4. Two bushels, 1 peck of seed-peas were put up in bags, each holding $\frac{3}{5}$ of a gill; how many bags were required?

5. A square lot of land was inclosed by a fence at a cost of $40; if the fence cost $\frac{5}{8}$ of a dollar per rod, what was the length of one side of the lot?

6. How many bushels of potatoes in a rectangular bin, 10 feet square at the bottom and $2\frac{1}{2}$ feet deep, allowing $1\frac{1}{4}$ cubic feet to a bushel?

Other problems were given, but the above illustrate the subject under consideration.

These tests were submitted to the highest two or three classes of the grammar schools, also to corresponding classes in the mixed schools. Generally the pupils examined ranged from twelve and a half years, upward. In some instances the teacher selected particular problems and distributed them among the pupils according to his estimate of their several abilities. The teacher or the examiner gave all reasonable explanations of the terms used in the problems. The time assigned for working a single problem was ten minutes; a longer time was, however, allowed, in many instances fifteen or twenty minutes.

The classes and pupils examined in arithimetical analysis were as follows: —

Grade of Class.	Number of Classes.	Number of Pupils.	Average Age.	Percentage Correct.
First	114	3,118	14 yr. 6 m.,	47
Second	64	1,667	13 yr. 10 m.,	32.5
Third	21	460	13 yrs., .	38.3
			Total, .	42.6

In the following table are shown the numbers of classes of the respective grades under the percentage of correct answers obtained in arithmetical analysis: —

Grade of Class.	90 to 100* per ct.	80 to 90 per ct.	70 to 80 per ct.	60 to 70 per ct.	50 to 60 per ct.	40 to 50 per ct.	30 to 40 per ct.	20 to 30 per ct.	10 to 20 per ct.	0 to 10 per ct.
First . . .	2	10	9	9	15	20	18	11	9	10
Second . . .	1	1	4	4	8	6	12	15	6	7
Third . . .	0	1	1	0	3	0	4	5	3	4

* Inclusive.

Before attempting to account for the differences in the schools let us ask if the results are satisfactory. Are the lowest or the average a standard for the upper grades of grammar schools? Are forcing and unnatural processes implied in higher percentages? Has something more important in the pupil's training been sacrificed to the higher percentages? I do not think the lowest or the average results are satisfactory, nor do I think that the highest necessarily imply forcing or faults in the teaching. Are the problems too difficult? They are practical, and fairly stated. It has been the uniform opinion of teachers to whose classes they have been submitted, that they are simple, compared with what is attempted to be done in many second and third classes. The results have surprised no one more than the teachers themselves.

Can the differences be attributed to a difference in the ability of the teachers in these upper grades to teach this important topic? To admit this, would carry with it a charge of general inability, for the failure on the whole is as marked as the differences in individual classes. However much may be charged to defects in the teaching, it is a fact to be noted, that many of the teachers in the classes tested did not hold themselves responsible for the failures in analysis; that subject had been taught by other teachers, in lower grades. It is this fact, in my judgment, that gives the clue to the differences, and points to a remedy, in part, for the failures. The giving of formal solutions in analysis is in most schools begun and in some ended, while pupils are too young to profit by the training. So long as they are "in practice," the pupils seem to have a mastery of the subject, but a few years later, if tests are applied, it is found that what was learned was a form of words; it may occur, as has been the case in several graded schools examined, that the percentage of correct answers to simple miscellaneous problems, where analysis is required, is inversely as the age or grade of the pupils.

This has been found to be true where the subject is taught as a special exercise to young pupils, where the operations are not expressed in writing, and where little attention is given to the practice of analysis in the higher grades. The best results were found where the analysis with young pupils is limited to the simplest problems, and where the solution of those having many conditions is deferred till the pupil attains considerable maturity.

To show how little power average pupils ten to twelve years of age can have to apply a principle, even after it is illustrated, I may cite an instance which occurred during these examinations in one of our city grammar schools. To a class of fifty-one pupils, nearly all thirteen or more years of age, the following question was given: —

If 40 cents be paid for sawing a lot of wood so as to make each stick into three pieces, how much must be paid to make each stick into four pieces?

But one pupil obtained the right answer. After he had explained the process, and the members of the class had professed to understand the explanation, a second problem was assigned having the numbers slightly changed; again but a single pupil obtained the correct answer; this in turn was explained, a third and a fourth were assigned, and finally but six pupils obtained a correct answer. It may tend to show how little our young pupils generalize, to state that out of this class of fifty-one pupils, forty-one had just obtained the right answer to a problem more complex, but containing conditions upon which the class had recently been drilled.

So common is a similar experience, that many of the best reputed teachers spend much time in reviewing their pupils upon various types of problems, which, from experience, they know are liable to be presented as tests for promotion to higher grades.

To my associate, Mr. Hubbard, I am indebted for the statement that nearly all the arithmetical problems we are ever required to solve involve no conditions not illustrated in the three simple problems that follow:

1. If 2 oranges cost 6 cents, what will 3 oranges cost?
2. If 1 pound of cheese costs 16 cents, what will $\frac{3}{4}$ of a pound cost?
3. If $\frac{3}{4}$ of a dozen eggs cost 12 cents, what will 1 dozen cost?

The characteristics of these problems are: —

In the first, three numbers are given, and a fourth is required; in the second, a whole is given, to find a part is required; in the third, a part is given, to find a whole is required.

These problems are very simple, but when, as frequently happens, a single problem contains the conditions of all, and data to which the pupil is unaccustomed, then the problem becomes too complex for the young pupil.

The process of analysis consists in discovering from the conditions of a problem the arithmetical processes necessary to effect its solution, and in properly applying these processes. If the problem is complex, it is necessary to resolve it into simple problems. There are some general principles which apply to all problems. In each there is a term given which corresponds in kind to that of the required answer; in the analysis, this is the term first to be sought, it is the term to be kept constantly in mind, for upon it are all the operations to be based; when the operation is expressed in writing, this term is the first to be written.

In every problem there is a unit or a number, the value of which is given, and a corresponding number or unit, the value of which is required. In the analysis each step taken is to be directly towards the answer; each of the steps consists in finding from the known value of a unit or number the value of a corresponding number or unit.

Here is a collection of truths upon which the system of arithmetical analysis proceeds. The student in analysis must have the power to comprehend and apply these principles. The young pupil has not this power. For a long time he must be practised in discovering from the conditions of problems what processes to employ in their solution, and in applying the processes. That he may acquire skill in this practice, the problems must contain small numbers and few conditions. Until the pupil by practice acquires clear ideas of the analysis, he should not be required to give formal solutions. The aim in teaching should be to secure an intelligent application of processes, and to avoid a senseless use of words.

The pupil in arithmetic will, during the early years of study, be chiefly employed in learning the elementary facts of the combination and relations of numbers and in expressing with facility the fundamental operations upon slate or paper — that is, in the practice of arithmetic as an art. Having attained some maturity, being in a higher class of the grammar school, and having acquired facility in the application of arithmetical operations to the different kinds of numbers, systematic analysis and forms of solution may profitably be taught. If the teaching be deferred to a proper stage in the pupil's advancement, he speedily acquires a power of insight into the conditions of complex problems which renders the analysis easy, and accurate results almost certain. Analysis taught at the right time becomes the key to all the applications of numbers; taught at the wrong time, however systematically taught, it is not a help but a hindrance. I am persuaded it is a hindrance in many of our schools; certainly to attempt the analysis of complicated problems in the lower grades is useless, if not pernicious.

An additional suggestion upon the course in arithmetic may be made. As I would advise that the systematic and thorough teaching of analysis be deferred till a more advanced stage in the pupil's progress, so I would recommend that the severe training in the applications of arithmetic in the grammar schools should be limited to a few of the most important, to the simpler problems in mensuration, and to percentage as far as to include simple interest. The pupils need not discontinue the study at this point; but should be encouraged to make a study of the various applications beyond this, without the class drill which is a necessity for a thorough mastery of arithmetic proper and the applications recommended. If this plan were adopted, in promoting to the high schools, no tests would be applied beyond the limits suggested. The class drill would be omitted altogether if the pupil did not advance to the high school; if he did, it could there be given with the advantage of some previous knowledge of algebra and geometry.

The usefulness of the examinations of the past year and of previous years, is shown by the effect of presenting in a school or town superior results obtained elsewhere. A collection of carefully executed papers exhibited to the committee and teachers of a meeting which I am addressing, has a greater influence than any personal appeal that can be made. The tabulation of all the results of the examinations would tend to increase the efficiency of the agency work. Such tabulations would become a standard of comparison for the schools of different towns, and for all the schools at different periods of time.

The results of my examinations in arithmetic have been tabulated for a specific purpose. Those of the examinations in other branches have not been tabulated, but, as the examinations were largely made in towns I purpose again to visit, the general results will, in due time, reach those whom they most directly concern.

Respectfully submitted.

GEORGE A. WALTON.

Boston, Jan. 1, 1883.

E.

REPORT OF E. A. HUBBARD,

AGENT OF THE BOARD.

REPORT.

To the Board of Education:

My work the past year has been similar to that of previous years. The winter months were given largely to the annual reports and to answering calls from school committees in various parts of the State. A part of the summer and all the autumn months were given to the teachers' institutes, either to making arrangements for them, or to attendance upon them. The spring term, beginning in the smaller towns of the Commonwealth late in April or early in May, and ending the last of June or the first of July, is the only part of the year free to be devoted to the schools and to the towns of any particular section. Having my choice the last year of sections in the western part of the State, I chose the hill towns of north-western Massachusetts, partly because the year previous I had visited the river towns of that same region, and wished to complete that work, and partly from the conviction that that class of towns and those schools are in greater need of assistance than others. Accordingly I entered upon that field at the very opening of the term, and continued to the close of it.

My purpose was not so much to examine the schools and to test the pupils as to be suggestive and helpful to the teachers, to the school committees and to the people. I visited twenty towns commonly designated "hill towns," eleven in Franklin County, four in north-eastern Berkshire, and five in western Hampshire. Occasionally, in passing from one range of hills to another, I visited the schools in the valley, making in all one hundred and forty-one visits.

These towns are remote from business centres, and are inaccessible by railroads. Franklin County has railroads running through its valleys, — the Connecticut River road and the Hoosac Tunnel road, — but the towns on either side are high and are reached with difficulty. Western Hampshire and eastern Berkshire have no railroad accommodations. These towns have a small population scattered over a great extent of territory. The valuation of only two of them reaches half a million, and in half of them it falls below a quarter of a million, and both population and valuation, small as they are, are growing less year by year. The population has fallen off in five years more than three and three-tenths per cent., and the valuation more than nine per cent.

Still the people voluntarily subject themselves to a high rate of taxation for the support of their schools. Of the fourteen towns which, by the last returns, pay a school tax of more than five mills on a dollar of their valuation, four are found among these twenty, and one, Hawley, pays six and sixty-three hundredths mills. Of the one hundred towns that pay between three and a half and five mills on a dollar, seven are included in these twenty towns, and the eleven pay, on the average, four and forty-six one-hundredths mills.

In contrast with these towns, Brookline pays one and forty one hundredths, Boston two and eight one-hundredths, Springfield two and forty-five one-hundredths, making an average of less than two mills on a dollar, and less than one-half of what the other towns pay. I name these three cities and towns not because they tax themselves the lowest, but because no one can deny, unless he is ready to deny everything, that the schools in these towns are good schools, and are at least among the best in the State. I name them here for the sake of comparing the voluntary taxation of the two classes of towns, and may name them again for other points of comparison.

The schools are small in these twenty towns. The smallest I heard of had but two pupils. The least number I found in any school was three, and the entire membership of that school was five, and the entire attendance upon all the schools of the town the day I visited it was less than forty. In this class of towns the average membership to a school in summer is about ten, in the winter probably larger; but in one-half of these towns the average attendance for the year is less than one hundred. The schools would be greatly improved and the children benefited by uniting the schools; but this would, in some cases, make the conveyance of the children necessary, and many of the towns are averse to making appropriations for that purpose.

Not only are their schools small, but the terms are short. One-half of the towns maintain schools for only twenty-four weeks, the minimum time required by law; the other half less than twenty-six weeks, making the average length of their school year less than twenty-five weeks, while in Boston, Brookline and Springfield it is forty weeks.

In many cases the teachers are young — from sixteen to eighteen years of age; of necessity without experience, without professional training, and sometimes without an education better than that obtained in the schools they are now teaching. Some were teachers of experience, thoroughly in earnest to gain new ideas, to learn better methods, and to avail themselves of every advantage offered; while others had become fully satisfied with themselves and with their work, and looked with distrust upon everything new. In one town, perhaps others, no teacher had had the advantages of a normal school, and the A B C method of teaching the child to read was universally practised. Reading was taught by imitation, spelling by the oral method and the spelling-book, and recitations were often simply *memoriter*.

The teachers are paid from $4.50 to $6.00 or $6.50 per week for a school year of twenty-four or twenty-five weeks, and from that they are to board and clothe themselves, or be dependent upon their friends. It may be that this is all their services are worth; but if it is, what shall we say for the children! And when I ask school committees if they cannot pay better wages, and so secure better teachers, I receive these two replies: Our taxes are already $20 on $1,000, and we cannot stand a higher tax; and better salaries will not secure good teachers, for persons who have fitted themselves to teach and have been proved efficient will not teach in our schools for a year of twenty-five weeks, when their services are sought in other towns for a year of forty weeks.

In the towns named before — Boston, Brookline and Springfield — the best teachers can be secured; but what can the towns I visited last summer, and such as these, do to improve their schools and to enable them to keep pace with the onward progress of the State? If there be any force in the injunction, "Bear ye one another's burdens," any truth in the statement, "If one of the members suffers all the members suffer with it," any obligation on the part of the State to educate the children of the State, it would seem that some way must be found by which the smaller and poorer towns can receive greater assistance. This could be furnished by a small State tax, by an increase of the State school fund, or with little expense by assigning an agent to a limited number of such towns.

The pupils in these schools are young. Fifty years ago it was no uncommon thing to find a class, often a large one, of persons from seventeen to twenty years of age in these same schools. But there are none such to-day. The greed of gain, the desire to enter upon business, the opportunity for labor, take out or keep out all such classes. And this may account for the statement sometimes made that the schools of the earlier days were better than ours. A school of eight or ten persons from five to thirteen years of age may not be so good as one of forty persons from five to twenty years of age.

The school-houses are, some of them, good, and well supplied with blackboards, and partially with books of reference, maps, globes, etc. They are large enough, well adapted to their purpose, supplied with stoves for heating, but deficient in ventilation. Others are unworthy a civilized community, and, in their condition and the condition of the buildings about them, tend directly to barbarism. They had been owned and cared for, or rather neglected, by the districts, and it is surprising that parents would allow their children to have any connection with them. Some of the districts had voted to repair their school-houses, and had raised committees for that purpose; but, as the districts had just been abolished by act of the legislature, had decided to wait for the town to do it after the appraisal of the houses and the transfer of the property. If, however, in the appraisal some of the houses shall be valued at a sum larger than the cost of tearing them down and removing them, the town will be the loser.

But with the blotting out of the district system better school-houses will be found, for no part of a town will be willing its children should occupy such houses as they have, when other parts of the town must help pay for better ones. Besides this, some houses will be abandoned, new ones will be built in new locations, separate schools will be united, larger schools will exist and a greater enthusiasm be awakened. The men serving upon the school boards in these towns are generally the best men for the office, or, at least, of those who are willing to accept the trust, but they are not always educators or educated men. They have had little to do with schools since their school days, or since the few months of teaching in their earlier manhood. But now they have business of their own which demands their attention, and the people do not expect them to neglect that, nor are they willing to pay them for neglecting it. With their attention given to their own business, one to his farm, another to his merchandise, they do not keep abreast with current thought, and modern methods in teaching. They do not always know the best thing to be done, or, knowing that, do not see the best way of doing it. Thus, while their intentions are the best and their motives the purest, their efforts are sometimes misdirected, and they need and they seek the assistance and the advice of others constantly engaged in school work. An agent receives from them a cordial welcome, and the offer of any assistance in their power to render. They feel that the schools need a better supervision than they can furnish.

The work attempted in those towns covered ten weeks, and more than half of that time I remained in the field, keeping the Sabbath where the Sabbath overtook me. My time was given to visiting the schools, to conferences with the school committees and the teachers, and to meetings of the citizens. In many cases I visited all the schools in the town, always the larger part of them. One or more of the school committee often accompanied me, but not always, for it was a busy season of the year. Though often asked I did not usually conduct the recitations, but sought to assist the teacher in whatever work I found her engaged. Questions were asked the pupils, suggestions made to them, that a greater interest in their studies might be awakened, and a better method be pursued. The teachers were generally very ready to receive suggestions, and willing to adopt any new measure recommended, and bring it to the practical test of the school-room. Occasionally I found a teacher whose list of school duties includes three things; keeping order, assigning lessons and hearing recitations; and any effort to ascertain whether the pupils had acquired anything but words, whether they *knew* anything of what they had *learned*, and had any appreciation of the subject under consideration, was superfluous and ill-timed.

In the conferences of school committees and teachers the greatest freedom prevailed. Questions were asked, difficulties suggested, the powers of committees and the authority of teachers discussed.

The public meetings were made practical, and the subjects treated arose from things observed in the schools visited. An effort was made to awaken on the part of the people a deeper interest in their schools, and to secure for them a warmer place in their sympathies. The work undertaken was a very pleasant one, and were I sure that it was well done would be pleasant in its remembrance.

Respectfully submitted,

E. A. HUBBARD.

F.

LESSONS ON COLOR IN PRIMARY SCHOOLS,

BY

MISS LUCRETIA CROCKER,

OF THE BOARD OF SUPERVISORS OF THE BOSTON SCHOOLS.

LESSONS ON COLOR IN PRIMARY SCHOOLS.

Importance of teaching colors, and educating the color-sense.

Lessons in color should have a place in primary schools, both for the good fundamental training they give, and because a knowledge of the distinctions and harmonies of color is indispensable to success in many occupations. Again, colors attract the young child, and are a source of enjoyment to the well-trained eye, whether perceived in nature or art, in decoration or in dress. Color is to the eye what music is to the ear.

Color-blindness will be detected early, if right methods are followed in the color-lessons in primary schools; and a knowledge of this defect is important to children, that they may learn to rectify some of the mistakes that arise from it. They will then scarcely need to be warned, later, against the choice of an occupation, for success in which color-perception is important.

Material.

For lessons on color, different colored material, worsteds, silks, tissue-papers, bits of ribbon, pattern cards, etc., will serve a good purpose, even where color blocks and charts are provided.* The inventive and interested teacher will have no difficulty in finding resources.

Plan of the First Year's Work.

Training children to distinguish and to name the common colors, — red, blue, yellow, orange, green, violet, gray, brown, white, and black.

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*A Color-chart, recently published by L. Prang & Co., Boston, with a packet of cards for the use of pupils, is a trustworthy and valuable basis for these elementary lessons.

To cultivate perception of color.

Let the children learn,

1. To select and match, and then to name these colors. (See Note A.)

2. To distinguish *different* reds, greens, etc., and to select light and dark reds, etc.

3. To select lighter and darker than a given color. (See Note B.)

4. To match given colors *exactly*.

5. To copy simple designs made with colored squares or triangles.

Training in Form in Connection with Color.

Lead children, —

Square and triangle shown in colors.

1. To recognize and to name the square and the triangle, by presenting colored cards in these forms.

2. To observe the number of sides and corners in each. That the corners of the square are all alike — square corners — and the sides equal.

(See Notes C and D.)

Call attention, —

In general.

To the pleasure that color gives in the sky, in flowers, birds, etc.

To the beauty of objects as dependent upon color.

To color as a help in distinguishing objects, as flags, signals, etc.

SUGGESTIONS FOR LESSONS.

[NOTE A.]

To Distinguish Red.

Perception of red.

Hold before the class a piece of red paper, worsted, or silk. Let different children pick out, from a collection of cards, worsteds, etc., things similar to it in color; and thus get the perception of red.

Name.

What is the name of this color? Red. (Some child in the class may know.)

Application.

Each pupil find something that is red in the room.

Each think of something that is red — animal, flower, etc.

Each notice something red before the next lesson.

The same for the other colors. Keep up the interest by varying the presentation.

[NOTE B.]

Different Reds.

Comparison.

Hold two reds before the class. — Are these exactly alike? What is the name of the first color? Red. Of the other? Red.

Here are two red cards (apples, boxes, bits of worsted, ribbon, etc.) — Are they just alike? Then there are more reds than one. Find several different reds.

Lighter and darker.

Which is the brightest, or reddest red of these three in my hand? Find the brightest red you can. Can you find a darker red? Can you find one that is lighter, or not so red as the first?

[NOTE C.]

Color and Form combined.

To strengthen the sensation of different colors, while teaching or reviewing the square and triangle.

Hold before the class a colored square. — What color is this? Does any one know what this figure is? (Give or receive the answer.) A square. — How many sides has it? Are the four sides of equal length? Measure your cards and see. How many corners are there? Are the corners alike or unlike? Then what do we know about a square? A square has four sides of equal length, and four corners all alike; square, or upright, corners. A figure, then, with four equal sides and four corners alike is a square.

Teach the triangle, at first, simply as a figure with three sides, without regard to its angles.

Repeat and review, varying the colors.

[NOTE D.]

Practice Lesson in Color and Form

Design for arranging colors and enlarging a square.

Show a square made of four small squares, in two colors, perhaps blue and yellow. Distribute colored cards for the children to copy the design.

How many colors? What colors? *Light* or *dark* blue? *Light* or *dark* yellow? How many pieces make this figure? What are they called? Why are they squares? What is the form of the figure made by these small squares? Then four small squares can form a larger square. Can you make a square with three small squares? With five? (Let the pupils try.) Can any one find out how many squares it will take to make another square larger than this one? How many? Then four or nine small squares will make a larger square.

Occupation for training both eye and hand, and for impressing both color and form.

A variety of simple designs can be made of squares and triangles, used separately and in combination. Place one design before the class, and provide the children with material to reproduce it in reduced size. By proper arrangement of designs, early though unconscious perception of harmonious combinations of both color and form will be secured, and also accurate training of both eye and hand.

Material. Material for this work is easily procured, as sheets of cardboard of various colors can be purchased, already cut by machine into squares of convenient size.

These squares need only to be divided with knife or scissors to give triangles of the right size for designs combining squares and triangles.

The designs can be reproduced by the children in different colors, keeping harmonious combinations. Large classes can take this occupation (“busy work”) in sections, and thus a sufficient supply of material is practicable.

PLAN OF THE SECOND YEAR'S WORK.

Review. Assuming the first year's work to be well done, the children will still need practice in naming and comparing colors. In this review the teacher will naturally seek variety in presentation, and in material, that the interest may be kept up.

New colors taught. Add to the number of colors already known, and give the commonly used names of hues, tints, and shades of colors: —

1. Well-known reds, — as scarlet, crimson, pink.
2. “ oranges, — as salmon, buff.
3. “ yellows, — as lemon, straw.
4. “ greens, — as olive, pea-green.
5. “ blues, — as indigo, sky-blue,
6. “ violets, — as purple, lavender.

Use the terms standard, tint, shade, only when they come naturally and are needed.

The standard color (red, blue, etc.) is sometimes called the *spectrum* or *saturated* red, blue, etc.

Material. One simple and inexpensive way of providing a class with material for the study of the range of colors taken in the second year, is to distribute envelopes containing small pieces of paper of the different colors, in their various shades and tints. The children may then select pieces that match in color larger pieces held up by the teacher.

Various colored worsteds may be used in the same way.

A variety of pleasing designs may be presented during this year, by the combination of squares and *different kinds* of triangles, and by introducing the rhombus. The same designs may be repeated in different harmonic colors, and in different shades and tints of the same colors. Practice in reproducing these will strengthen the perception of both color and form.

Let pupils learn, —

Tints and shades.

1. To distinguish the lighter colors as tints, and the darker colors as shades of the standard color. (See Note E.)

Scales.

2. To form scales, or the proper succession of shades and tints, of colors. (See Note F.)

Let pupils (See Notes G, H, I.)

Designs copied.

3. Form designs of squares and triangles combined, and designs with the diamond, or rhombus.

Forms studied.

4. Distinguish right-angled triangles and equal-sided triangles.
5. Observe that the square can be divided into *two* or *four* equal triangles.
6. That six or eight diamonds form a star-shaped figure.
7. That six equal-sided triangles form a six-sided figure, or hexagon.

In general.

Let the children write lists of things of a certain color, and facts learned about colors, thus combining exercises in writing and spelling with color-lessons.

Speak of the uses of colors — their ornamental effects, etc.

SUGGESTIONS FOR LESSONS.

[NOTE E]

Standard Colors, Tints, Shades.

The standard.

Let several children select a bright red. Who has the brightest? We will call this the *standard* or reddest red. Each child take standard red.

Is this color in my hand lighter or darker than the standard red?

Tints.

We call this lighter color a *tint* of red. It is red, but not the brightest red.

Here is another light red. Are these two just alike? *Ans.* One is lighter than the other.

Here is also a tint of red; it has less red in it than the first tint.

Can you find one with still less red — a *very* light tint?

Find the palest tint — one almost white.

Shades.

[Give similar lessons for other colors, and for *shades* of the colors.]

Tints and shades. How produced.

These tints may be shown with crayons or paints. A slight brush of a given color over white paper makes a light tint, a second brush deepens it, and so on. Repeated brushes of the color will deepen it into darker and darker shades. Successive brushes on a black ground will produce shades in the reverse order. In general, we may say, that more or less white with a standard color will produce successive tints of that color, and more or less *pure* black with it will produce successive shades. Black pigments are not pure enough to make this statement true for all colors.

[NOTE F.]

A Scale of Color.

Scale of a given color formed.

Is this a shade or a tint of blue? Is this shade (or tint) darker or lighter than the first? Show me a shade (or tint) between these two. What color is this? (Holding up standard blue.) Find the next darker blue. We will place it on the left of the standard. We will place the proper tint on the right of the standard. Must the next shade on the left be darker or lighter? *Ans.* Darker. Must the next tint on the right be darker or lighter? *Ans.* Lighter. And so on.

Proceed thus to form the scales of different colors as far as materials permit.

Form and Color Combined.

[Note G.]

Designs in Squares and Triangles.

Practice in color and form combined.

How many colors here? What colors? Light or dark red (or violet)? Light or dark green (or yellow)? How many small pieces in the whole figure? How many kinds of pieces? *Ans.* Two. What are they? *Ans.* Squares and triangles. How do you know this is a square? Why is this a triangle? What is this red (or violet) piece? *Ans.* A triangle. What is this green (or yellow) piece? A triangle. What is made by putting them together in this way? *Ans.* A square. Then these two triangles make a square; or, this square is formed by two triangles.

Square from two triangles.

[Note H.]

Same or similar Design.

Two equal triangles make a square.

Let the children reproduce the design. What did you learn in your last lesson about a square? *Ans.* One square will make two triangles, or two triangles put together make one square. Put two triangles together so that they will make a square. See if you can change the places of the purple and the yellow triangles. If the purple triangle were smaller than the yellow, could it take the place of the yellow? Then the two triangles that make the square must be *equal* or *alike* in size.

Do the two triangles look alike? Examine carefully and see *how* they are alike. (Some of the class will perceive that each has one square or upright corner like the square, and two equal sides which are the sides of the square.) What did we learn the last time? *Ans.* That two triangles make a square. What more have we found out to-day? *Ans.* The triangles are of the same size and just alike, each with one upright corner and two equal sides. In what other way can you say this? *Ans.* A square can be divided into two equal tri-

What kind of triangles?

angles, each with one upright corner, or *right angle*, and two equal sides. (Get this and similar statements from the class.)

How must a square be divided? (Let the children fold or cut paper squares diagonally.)

Square of four triangles.

Show in another lesson, using a different design, that one square will make four equal triangles.

[NOTE I.]

Design with equal-sided Triangles.

Equal-sided triangles.

What colors? Light or dark blue? Light or dark orange? How many and what kind of pieces? Why are these pieces triangles? Place two together, and see if you can make a square. Why not? Are *these* different from the triangles of the last design (showing that design)? Look well and find out why they are different from those? *Ans. These* have no upright or square corner. In what other way are they different from those? These have *all* the sides equal; the others have two sides equal and one side longer. Now put one triangle on another, so that they fit thus. Now turn one partly around. We find that whichever angles come together they all fit; therefore they must be all alike. This kind of triangle, then, has all three sides alike, and all three angles alike. So you find that though all squares are alike, there are *different kinds of triangles.* We must therefore have different names for them. We call this kind the *equal-sided* triangle. Why? And this other the *right-angled* triangle. Why? Then what two kinds of triangles have you learned?

Different kinds of triangles.

Other plane figures.

The form of any plane figures used in the lessons in drawing may be fixed in the minds of the children by presenting them in bright colors.

PLAN OF THIRD YEAR'S WORK.

1. Prismatic, or rainbow colors.

Show by the prism that sunlight contains all colors, except those produced by mixing white or black with the prismatic colors.

The prism and the spectrum colors.

A glass prism hung in a sunny window is an attractive feature of a primary class-room, and familiarizes the children with the true spectrum colors in their proper relations.

This succession of colors may be presented by an arrangement of colored papers or paints; or, better still, by threads of worsteds drawn through perforated cardboard, as the gradations of color can thus be preserved.

Rainbow colors.

Let the children see that the soap-bubble shows the prismatic colors, and tell them that, when the sun shines on drops of rain, they, like the soap-bubble, give the same colors, and so we call these the rainbow colors.

Prismatic colors combined.

A circle of card-board, on which the prismatic colors are properly arranged, can be twirled rapidly, as by putting it on a teetotum, till the children find that the colors are combined again in their eyes, and the card seems to be of a uniform gray. The effect would be white, if we could obtain perfectly pure colors.

Tints and shades continued.

2. Further practice in tints and shades, by forming scales of different colors with worsteds, etc.

Pigments mixed.

Different result by mixing paints and by combining the same colors in the eye.

Also practice in mixing paints or pigments. Here the teacher can show the different effect produced by mixing blue and yellow paint, or by passing the sunlight through both blue and yellow glass, (the result being green); and by twirling a teetotum on which sections of blue and yellow paper have been arranged, (the result being a light gray).

These facts can be learned early by observation, though any attempt at explanation belongs to advanced study.

3. Complementary or contrasting colors, and harmony of colors.

Find the true complementary of a color.

Complementary color, how found.

The simplest way, perhaps, is to put a colored card on a black surface, and look steadily at it; then on removing the card, its complementary color will be seen for an instant in the same place.

Variation in complementaries.

Notice that different hues of a color give corresponding variations in the complementaries.

Compare colors that contrast well and tone well.

Harmony of colors.

4. Show pairs of harmonic colors; train children to recognize them by selecting them from mixed worsteds, colored papers, etc.

5. Show application of harmony of colors in dress, nature, etc.

Designs for practice in color and form.

6. Let pupils reproduce more difficult designs, and make original ones.

7. *Form in Connection with Color.*

[For method of study, see suggestions for lessons in the second year.]

Compare a square and a rhombus. How alike? How unlike?

Compare a square and a rectangle.

Compare a rectangle and an oblique-angled parallelogram.

Color and form in combination are intended only to fit into a well-arranged course of lessons on form, running through the primary course.

The study of color and form an aid to drawing.

The study of plane figures will come also in connection with drawing, and the presentation of these figures in bright colors will aid the lessons in both drawing and form.

The simple solids will have been taught in the form-lessons of the first and second years, and the representation of some of them (as the cube and the prism), in tints and shades of a color, will produce a pleasing and striking effect, and will, perhaps, give pupils of the third-year class their first hints as to the distribution of light and shade in drawing solid forms.

General Information.

Colors. Where found?

Plants, metals, etc., used for dyes and paints, — indigo, gamboge, cobalt, cochineal, etc.

Coloring by *dyeing*, and coloring on the surface only, as by *painting* and *printing*.

Common names of colors of animals, especially horses. (Read advertisements of sale of horses.)

Emblematic colors: as purple, royalty; red, war; white, peace; etc.

STATEMENTS FOR TEACHERS.

Probably very little of what follows will be used in the class, but it may be helpful to teachers in answering questions.

Color is in the light, and objects have color only when they are in the light. They give to our eyes the light that falls on them.

Why objects have different colors.

Some things give us back only one color of the light that falls on them, and hide (or absorb) all the other colors; then we call them red, green, etc., according to the color they give our eyes.

Some things do not keep any of the sunlight colors, but give them all back, and are therefore white to us.

Some things absorb all the sunlight colors, and give out none, and are therefore black.

Everything seems black in the darkness.

Transparent things, as clear water and glass, let the light go through them, and so neither hide nor show color.

Highly polished metal (silver, tin, etc.) throws back the light from its surface, and so looks bright.

Quicksilver is put on the back of transparent glass to make mirrors, so that we may get back the light that falls on them. When we look in the glass we see ourselves by the very light we give the mirror.

Children can understand that just as they tell the difference in musical tones by the ear, so they can tell the difference in color by the eye. They may be told that, when they are older, they can learn more about color, but that many things about it still puzzle grown people.

Scientific theories.

The teacher should be familiar with the present theories: (1) of light as the result of undulations in an ether pervading all space; (2) of the different length and speed of the tiny light-waves, as corresponding to different color sensations; (3) of interference with these waves in a sunbeam, as the cause of the prismatic colors; (4) of the difference in color effects when pigments are mixed, and when the same colors are combined in the eye; (5) of the three different sets of nerve-fibres, as corresponding to the three primary colors, red, green, violet, and the explanation thus offered of seeing its complementary when the nerve responsive to one of these colors is fatigued.

Though none of these points belong to color-lessons in primary schools, a knowledge of them will give the teacher facility and clearness of illustration, and increase her interest in the simplest form of instruction.

G.

SOME EUROPEAN INDUSTRIAL ART SCHOOLS.

BY

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SOME EUROPEAN INDUSTRIAL ART SCHOOLS.

Industrial art schools, as a means of direct influence on industry are of the greatest importance. They are almost entirely lacking in the United States. The following description of European industrial art schools is here presented, because it is believed that our people desire all the educational means which have enabled European productions to gain a world-wide market; to say nothing of the advantages resulting in other directions.

The art education of Europeans, as far as relates to general education and industry, is attained by three means.

1. Elementary instruction in the public schools.
2. Industrial art schools.
3. Museums of industrial and fine art.

Of these means we have employed the first, and to a limited extent the second and third. While it is admitted that the study of drawing in our public schools gives many desirable results, it should be stated that in Europe the most *direct* influence upon the people and industry is attained by industrial art schools and museums. The first lead to a proper appreciation and study of the second, which in their turn, by improving the taste of the people, create a demand for artistic industrial products, which are the result of industrial art schools. The use of these means largely accounts for the superiority of European productions dependent on artistic knowledge.

The schools described are representative of the best in their countries, and similar to those which exist in every town of importance. The increasing similarity of our demands to those of Europeans makes it imperative that we should also establish industrial art schools.

ÉCOLE NATIONALE DES ARTS DÉCORATIFS.

PARIS.

This is generally conceded the best school of the kind in France. It stands pre-eminent because of the extent of its programme and the excellence of its teachers. It is under the direction of the government, from whom it receives great assistance. It is recognized as having considerable influence on the industry of France. The complete title of this school is "National School of Design and Mathematics for the application of the fine arts to the industries." The instructions are applied to art industries and the building professions.

The instruction of the school comprises:

1. Designing and sculpture.

2. Mathematics and architecture, combining a graphical part and oral courses.

3. An advanced course on the history and composition of ornament.

A studio of applied decoration is attached to the school.

These different branches of instruction are closely related to one another; they give rise to competitions and purses.

The school has two sections, viz., the day school and the evening school, in both of which instruction is gratuitous.

To be a pupil of the school and participate in the rewards which it bestows, it is necessary to be of French nationality. However, foreigners may be admitted to study by a special permit from the minister of instruction. This permit is given them on the request of the representative or consul of their nation, with the advice of the director of the school. Foreigners have no claim on the purses.

Applicants for admission to the day school must be at least, ten years old; for the evening school, at least fourteen years.

Applicants are presented by their father, mother, guardian or employer.

They must produce, with their inscription of birth, a certificate of vaccination, or an affidavit showing that they have had the small-pox. They must know how to read and write.

Applicants having attained their majority are admitted on request, and on production of testimonials as to their situation and moral character. All pupils must be supplied with the materials necessary for their studies on entering the school.

An attendance sheet, signed by the professor, attests each day the presence of the pupils in each of the classes, and what observations he may have to make on their conduct.

The corps of instructors attached to the school comprises:

1. Four professors of drawing, two for figure drawing, one for flowers and one for ornamental design.
2. Two professors of sculpture, of whom one is a sculptor of the figure, the other a sculptor of ornaments.
3. A professor of mathematics.
4. An assistant professor of mathematics.
5. Two tutors of mathematics.
6. A professor of architecture.
7. A professor of the history and composition of ornament.
8. A professor for the studio of applied decoration.

No one under twenty-five or over forty-five years of age can be appointed to a professorship.

The Council of Encouragement and Protection, established for the school, consists of twenty-three members.

1. The Director of Fine Arts, *President.*
   The Prefect of the Seine, *Honorary President.*
   The President of the Chamber of Commerce of the city of Paris.
2. The General Inspector of Instruction in Drawing.
3. A painter, a sculptor, an architect.
4. Eighteen members chosen from amongst the most prominent heads of art industries in Paris.

The instruction comprises in its entirety, —

1st. Drawing, subdivided in the following manner:

1. Drawing from geometrical figures and solids.
2. Drawing from parts of human and animal figures.
3. Drawing from plants and flowers.
4. Drawing from ornaments.
5. Drawing from details of the round.
6. Drawing from the antique or the round.
7. Drawing from the living model.
8. Drawing from the living plant.

2d. Sculpture, subdivided as follows:

1. Sculpture copied from parts of the human figure.
2. Sculpture copied from animals.
3. Sculpture copied from plants and ornaments.

NOTE.—The models are plaster-casts and drawings.

4. Sculpture from the living model.
5. Sculpture from the living plant.
6. Exercises in composition.

Some ideas of anatomy are given the pupils of the sections of drawing and sculpture.

3d. Mathematics, as follows:

1. Arithmetic.
2. Theory of the logarithm and algebra.
3. Elementary geometry.
4. Perspective.
5. Rectilinear trigonometry, with its application to the plotting of plans and surveying.

4th. Architecture, comprising:

1. Descriptive geometry, with its applications to the projection of bodies, the sections of materials, and perspective.
2. Statics.
3. Elements of architecture.
4. Knowledge and use of materials.
5. Drawings, copied from iron-work, joinery, mechanical contrivances, etc.
6. Exercises in composition.

5th. History and Composition of Ornament, comprising:

1. An oral course.
2. Some notions of the history of ornamentation at all periods.
3. Some ideas of botany applied to ornamentation.
4. A course of design on the blackboard by the professor.
5. Exercises in composition.

6th. The course of applied decoration, consisting:

1. Of studies executed after decorative works and the most remarkable productions of industry.

2. Of attempts at decorative composition.

Color is applied in the execution of the different exercises comprised in this course.

The instruction of each of these sections is intrusted to a special professor.

The Order and Degrees of Instruction.

The section of Drawing embraces two classes:

1. That of drawing from geometrical figures and solids and from designs. This class comprises three divisions.

2. That of drawing from the round and from nature. In this class there are two divisions for the study of the round, and one division for the study of the living plant and the living model.

In order to pass into a higher division, or from one class to another, it is necessary to obtain the approval of the jury, based on competitive work.

The section of sculpture includes two divisions — that of details and the complete round, and that of the living model.

The section of Mathematics contains:

1st. A course of arithmetic up to logarithms inclusive; to this is joined a part of algebra. This course is followed simultaneously with the geometrical course, in order to facilitate their application.

2d. A geometrical course, which comprises two distinct classes, arranged progressively:

1. That of graphical studies, in which the pupils reproduce geometrical plates. This class is elementary.

2. The theoretical class, which follows the former and has an oral course.

3. Those pupils of the class in geometry who have made the graphical studies are admitted to the course in laying washes.

4. It is requisite, in order to be admitted to the course of perspective, to have made the plates of the courses of geometry and of laying washes.

The section of Architecture is divided into three classes:

1. The first class, which is elementary. The pupils of this class copy with ruler and compasses ornaments, constructional and architectural details.

2. The second class, the instruction of which consists in an oral course, bearing principally on descriptive geometry and its applications; this course embraces from eighty to eighty-six lessons.

3. The third class, in which the pupils apply the ideas they have acquired in the two preceding classes to architectural composition and construction.

No one can take part in the competitions for the composition of ornament, unless he has been admitted to the first class of drawing from the copy.

In order to be admitted to the studio of applied decoration, it is necessary to have obtained rewards of merit in the higher divisions of the various branches of instruction.

CONCOURS.

The *concours*, or competitions, which form so prominent a feature in all French schools are here described somewhat fully, because they seem to embrace some very desirable features.

These may be classified as follows: —

1st. An uninterrupted order of *concours*, bearing successively on the different branches of instruction. These consist of, 1st, monthly competitions; 2d, of competitions at the end of the year, and 3d, of two *grands concours* in composition, one in design, the other in sculpture. These competitions take place at the end of the school year, and are executed in closed compartments (*en loges*). For the monthly competitions each professor, according to his specialty, gives forth the subjects and conditions of competition, after having submitted them to the approbation of the director. The monthly competitions are judged by two professors conferring under the presidence of the director. For the competitions at the end of the year the subjects are chosen and the conditions established by an assembly of the professors.

The competitions at the end of the year are judged by the assembly of professors under the presidence of the director.

For the *grands concours* the programmes are established by an assembly of the professors.

In all of the competitions the standing of the pupil is determined by a system of marking. Those who stand highest are rewarded either by prizes or *accessits.** Pupils are not eligible to these rewards at the end of the year, unless they have attended the school during the six months preceding.

Detailed order of Competitions.

I. — SECTION OF DESIGN AND SCULPTURE.

The competitions are monthly, and at the end of the year.

1st. Copied Design.

In the first division of copied design, there are, for the human figure, for flowers, and for ornaments, four competitions in each kind, including the competitions at the end of the year.

2d. Drawing from the Round and Nature.

In this class, and in each of its divisions, there are for each kind of study three competitions a year, one of which takes place at the end of the year.

3d. Sculpture.

In sculpture there are in each division and in each kind three competitions, each from the round and nature; besides there are six *concours* in composition. In the sections of drawing and sculpture, the competitions are finished in a maximum of six sittings of two hours each. The competitions at the end of the year are accomplished in two days' work.

II. — SECTION OF MATHEMATICS.

In this section there are each year: 1st. Four competitions in arithmetic; one at the end of the year. 2d. Four competitions in geometry; one at the end of the year. 3d. In perspective, one competition at the end of the year.

III. — SECTION OF ARCHITECTURE.

For the first class, an annual competition based on all the drawings executed during the year.

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* Honorable mention.

For the second class, annual competitions in descriptive geometry based on the finished drawings; also, annual competitions in construction of shadows, perspective, stereotomy and construction.

For the third class, competitions every three months in descriptive geometry, the construction of shadows, perspective, stereotomy and composition.

IV. — THE HISTORY AND COMPOSITION OF ORNAMENT.

This course gives rise to ten competitions which follow each other from month to month during the year, and to a competition at the end of the year. Besides these there is a competition resulting from the comparison of the portfolios of drawings executed by the pupils from the designs of the teacher.

The *grands concours* in design and sculpture comprise each a trial competition and a final competition.

No one is admitted to the trial competition, unless he has followed the courses of the school during the six months preceding. The trial competitions in design and in sculpture consist of three productions, as follows: —

A figure drawn or modelled from nature;

A plant drawn or modelled from nature;

Drawing of an ornamental composition.

This composition, the programme of which is given to the pupils in the morning, must be accomplished on the same day.

After the trial competition, the pupils (not to exceed seven in number) are admitted to the final competition. The programme is so conceived as to necessitate on the part of the competitors the employment of architecture, the figure and ornament. The programme fixes the scale and proportion of the finished drawing. On entering the closed compartments (*en loge*), the pupils admitted to the final competition receive the programme. During the same day they must make a sketch, from which they must not deviate in the course of their work, under penalty of being declared out of the competition. As a means of preventing deviation the clay sketch is painted a decided color, as blue. The final competition must be ended in fifteen days of work.

Competitors must hand in with their work a study of a part of their composition, drawn on a scale of one-quarter full size.

This drawing must indicate the profiles, sections, details of construction and arrangement of this part of the composition.

The grand competitions are judged by the extraordinary jurors. The pupil who gains the first prize in one of the grand competitions is entitled to a sum of 100 francs; and he who gains the second prize, to a sum of 80 francs. To each *accessit* (honorable mention) there is attached a sum of 60 francs. Every pupil admitted *en loge*, who has done the competition, receives 40 francs.

On the demand of the jury, those works which have obtained first prizes in the grand competitions will be reproduced by photography or casts, so that they may be preserved at the school.

The Purses. — There are established at the school purses for the benefit of pupils who distinguish themselves in the simultaneous study of the different courses taught at the school. These purses are eight in number; to wit, four purses of 360 francs each; three purses of 480 francs each, and one purse of 600 francs. These purses are payable by the month, and are taken from funds belonging to the school. The purses cannot be divided or shared. To have a claim on the purses, one must be a Frenchman, not over twenty nor under fifteen years of age.

No one can become owner of a purse, unless he devotes himself simultaneously to the studies of the art and science of design, the union whereof is the peculiar characteristic of the instruction afforded by the school, and unless he conforms himself to the order established in each branch of instruction.

The plan of studies must be so arranged, that both these conditions may be complied with.

The purses are accorded every year to those pupils who have obtained the greatest number of points in the entirety of all the faculties. These faculties are arranged in eight series, to wit:

1. Drawing from the ornament and from flowers; portfolio of designs concerning ornaments and flowers.

2. Drawing from reliefs of ornament, and from the living plant.

3. Arithmetic, geometry, geometrical plates, washes, perspective.

4. Architectural drawing, construction of shadows, construction course, designs for joinery, iron work, etc.

5. Sculpture from ornament, the antique, the living plant and from nature.

6. Drawing from human and animal figures; drawing from the round and from nature.

7. Sketches of decorative compositions emanating from the courses of sculpture and architecture, and the course on the history and composition of ornament.

8. Divers finished drawings made at the school and in the studio of applied decoration from decorative objects (with plans, sections, etc.) and compositions executed in this same studio.

Annually, at the end of the school year, those efforts which have obtained prizes are exhibited in the school building. This exhibition is public and lasts five days.

Only such works as have obtained prizes and those which have been executed at the school, with a view to competition, are admitted to this exhibition. Finished architectural drawings made from sketches composed at the school are excepted from this rule.

NORMAL SCHOOL OF THE ARTS OF DESIGN.

SAINT JOSSE-TEN-NOODE. BRUSSELS.

This school corresponds somewhat to our evening drawing schools. It is open both day and night; but the principal attendance is in the evening. Three hundred and fifty students are sometimes present. The system of the school as a whole presents nothing remarkable. Some of its details, however, are novel and interesting. The work of the school is divided into four parts, viz.: —

Part First. Drawing.

Part Second. Professional applications.

Part Third. Modelling and carving on stone.

Part Fourth. Ornamental painting.

Great attention is paid to the thorough study of ornament. Plants are drawn and modelled. Standard ornaments are copied in the same way. This practice is continued long enough to influence the taste of the pupils and make their minds a store-house of the best in ornament. Study is made of the conventional leaves belonging to various styles. The *motifs* of one style are translated into corresponding forms of another.

The most peculiar thing about this school is the great importance attached to blackboard drawing. For this purpose blackboards are distributed about the room as well as upon the walls. They are used principally in making free sketches of designs following the general direction of the teacher.

This use of the board will certainly cultivate great readiness in design, and has the advantage of causing the pupil to think little of his material, but almost wholly of the idea which he is trying to develop. The scientific study of light and shade on geometric solids is made so thorough, that their designs show great truthfulness in this respect. The student is required to make every week a large ornamental composition on the blackboard.

The department of ornamental painting comprises three classes.

In the first or lowest class the object is to make very skilful copyists; in the second, intelligent interpreters; in the third, capable specialists and designers.

First Class. Handling of brushes; application and imitation of tints; theory of colors; coloring substances, their preparation and use with plaster, gum arabic, oil and wax.

Exercises. Imitation of enamels and incrustations; making cloisonnès dissolving tints; painting with colors given from models; making objects picked out with gold; copying ornaments with monochrome, gold and colors.

Second Class. Theory of light and shade; observing and reproducing these effects on variously colored bodies with dead, shining, translucent or transparent surfaces.

Exercises. Painting successively from nature and memory polyhedrons and round bodies exposed to various lights, or seen from different sides, and projecting shadows on plane, concave and convex surfaces; tracing the thicknesses and shadows on cartouches and volutes seen from various angles. Pounced ornaments are also painted on plaster, stone, gold, bronze, alabaster, onyx, etc.

Third Class. Various renderings of vegetable and animal forms, and the human figure; styles; *motifs* of ornaments; the forms and colorings which characterize them; harmony, elegance and wealth of design and coloring.

Exercises. Painting plants, geometrical representation of flowers, and formation therewith of *motifs* adapted to the shape or given surfaces; painting fruits and animals from nature (the pupil is required to furnish in one sitting the *motif*, which serves as his point of departure, unless this *motif* exacts some preliminary preparation or rough sketch); forming groups therewith, and interpreting them in conformity with some given style.

Translation of a *motif* from one style to another.

Composing and painting ornaments in various styles.

Composing *ensemble* drawings, and paintings.

Practical Exercises.

Keramic painting applied to the decoration of edifices and furniture.

THE ROYAL SCHOOL FOR ART INDUSTRY,

MUNICH.

This school is the result of the growth of the Munich Society of Industrial Art. It has done important work. For many years interest in industrial art had been dormant. It became necessary either to educate native workmen or employ foreigners. The increase of French importations also caused alarm.

In June, 1850, a meeting of all those interested in industrial art resulted in a quickly formed society. Government assistance, in the shape of money and free use of rooms, was given. A committee was appointed to draw up the details of a plan which should especially develop German industrial art. Their plan embraced the production of drawing copies, competitive problems, the publication of a journal, the founding of a technical library; the organization of a permanent exposition, and weekly social meetings, enlivened by lectures by persons engaged in art industry. England had just begun the world fairs. The superiority of French productions alarmed all countries. In Germany the result was an increased interest in museums and schools.

In 1855 the Munich society opened a school with seven scholars. At the end of the year the number had increased to fifty. The subjects taught were drawing, modelling and carving. The good results of the school induced the government to make it preliminary to the Royal Academy of Art. The cause was still further advanced by Maximilian II. resolving to make a collection of renaissance and mediæval objects of industrial art. The project resulted in a museum which is one of the best in the world. This museum quickened the movement commenced in 1850. Societies and persons were moved to give assistance to various provincial schools.

The growth of the Munich school made it necessary that its accommodations and scope of study should be enlarged. Maximilian II. had left a sum of money to be devoted to industrial purposes. The use of a part of this money for the establishment of an industrial art school of advanced aims met with great favor. The result was that the society's school formed the nucleus of what became the Royal School for Art Industry of to-day. In 1870 stipends were allowed to deserving students. This proved to have a good influence. The female department, which had existed independently, was now joined to the school. Its attendance comprises one-third of the total number of pupils.

The importance of this school may be judged when it is stated that it influences other schools in Bavaria, and is intended as an example to them.

Examples of professions represented by students of the school: —

Sculptors, carvers, stucco workers.
Stone masons and marble workers.
Wrought-iron workers, intaglio cutters.
Joiners, turners.
Potters, tile makers.
Gold and silver workers.
Metal workers.
Leather workers.
Locksmiths and tinsmiths.
Decorative painters, gilders.
Glass and porcelain painters.
Lithographers, photographers, wood engravers.
Architectural draughtsmen.
Designers of fabrics.

Paper-hangers, bookbinders.
Candidates for teaching.
Academy scholars.
Those without professions.

Before entering on details of the school, it should be stated that it is "an institution directly under the authority of the ministry of the interior, established for the purpose of affording art instruction to the extent conditioned by the needs of art industry and practical professional life. It is, therefore, essentially a school for the forming of industrial workers, draughtsmen for art-industrial professions, etc. It also furnishes the education required by teachers of drawing, and is a stepping-stone to higher art studies in the Royal Academy."

The school is divided into two distinct departments, the male and the female, each having particular rooms and courses of studies.

MALE DEPARTMENT.

The instruction is divided into *preliminary instruction*, embracing the studies common to all the courses; and *professional instruction*, which is divided up with reference to the principal branches of art industry, and includes the special studies required for the same.

The courses of preliminary instruction are —

Technical drawing: linear drawing, geometry, descriptive geometry, shadows and perspective.
Architectural drawing.
Ornamental drawing.
Painting of flat ornament.
Theory of ornamental forms.
Figure drawing, including animals and drapery.
Drawing and painting of flowers.
Modelling and carving.
History of art and the styles.
Anatomy.

The courses of special instruction are —

Architecture: studies in architectural decoration, furniture and utensils.
Flat ornament: studies for all the branches of textile industry.

Figure decoration: studies for figural decoration in drawing and painting.

Decorative painting: studies in ornamental painting for walls and ceilings.

Glass staining: studied in connection with painting on china (keramic painting).

Modelling (including carving): studies in plastic architectural decoration, furniture and utensils.

For the pupils in the professional classes there exist also special courses in wood engraving and etching.

The instruction of the classes existing, according to above plan of study, is given in the form of lectures, together with occasional exercises and practical works.

During the winter term evening instruction is afforded, to which only the pupils of the institution have access, as a rule.

To secure admission to the school it is necessary: 1st, that the applicant be fifteen years old; 2d, that he produce school reports, or other papers establishing his moral worth, and that he have permission from parents or guardians to visit the school; 3d, that he prove his having attained an elementary knowledge of free-hand drawing or modelling, by executing such a work in the school.

Besides this, especially when immediate admission to the professional classes is desired, proof of apprenticeship at a trade may be required. Art industrials, working practically in studios or workshops, may be admitted to single courses of the preliminary or professional instruction as special students.

An entrance fee of two marks is required. Regulars, as well as specials, must pay a fee of ten marks per term.

The plan of study for each scholar during the term is established by the faculty at the beginning of the same. This is done separately for each pupil with reference to his acquirements, progress, capability and ultimate purpose. Below will be found a model, on which the study plans of the pupils are based, of course with allowance of such modifications as may be conditioned by special cases; it is divided into two principal groups, according to whether the ultimate profession of the students is of an essentially *graphic* nature (such as pattern drawing for textile industries and vignettes, decorative painting, glass-staining, lithographing, wood-engraving, etc.), or of an essentially *plastic* nature (such as sculpture, carving, metal-working, pottery, furniture-making, etc.).

Pupils who have not yet made up their minds as to their profession, as well as those intending to study at the academy, usually join the first group. Architectural draughtsmen, decorators, those intending to teach, etc., have a plan of study compounded from both groups, according to their special needs.

It is assumed that each of these groups will usually require an attendance of four years' duration, whereof the first year is devoted solely to the preparatory branches, the other three to an advantageous combination of the preparatory with the professional branches of study.

NORMAL STUDY-PLAN OF THE MALE DEPARTMENT OF THE SCHOOL.

Group I. — Pattern designers, decorative painters, lithographers, wood engravers, etc.

COURSES.	Hours per Week according to School Years.			
	I.	II.	III.	IV.
Technical drawing:				
Exercises,	12	–	–	–
Geometry and descriptive geometry,	3	–	–	–
Perspective and shadows,	–	2	–	–
Architectural drawing,	–	8		
Ornament drawing,	18			
Painting of flat ornament,	9	10	18	10
Drawing and painting flowers,	–			
Figure drawing,	–	10		
History of art and the styles of art,	–	2	2	–
Anatomy,	–	–	2	2
Professional instruction, according to purpose of pupil,	–	10	20	30
Total number of hours in the week,	42	42	42	42

Group II. — Sculptors, carvers, metal workers, potters, furniture makers, etc.

COURSES.	Hours per Week according to School Years.			
	I.	II.	III.	IV.
Technical drawing:				
Exercises,	12	–	–	–
Geometry and descriptive geometry,	3	–	–	–
Perspective and shadows,	–	2	–	–
Architectural drawing,	–	12	18	10
Ornament drawing,	12	16		
Figure drawing,	–			
Modelling and carving,	15			
History of art, and the styles of art,	–	2	2	–
Anatomy,	–	–	2	2
Professional instruction, according to purpose of pupil,	–	10	20	30
Total number of hours in the week,	42	42	42	42
There exists for *both groups*, during the winter terms, as compensation for hours lost during the day:				
Evening instruction in				
Theory of ornamental forms,	10	10	–	–
Ornament figure drawing,				
Designing,	–	–	10	10

If the arrangement of the general study-plan drawn up at the beginning of the term permits it, the distribution of the hours in each particular plan of study is determined for certain days of the week.

PROGRAMME OF STUDIES.

A. Preparatory Studies.

1. *Technical Drawing.* — This comprises, —

(*a*) General exercises for the attainment of proficiency in linear drawing and washes; also for the acquirement of exactitude and neatness in drawing generally. Drawing of meanders, intervolutions, networks for parquet-floors, floor-tiles, gratings, carpets, etc., from models with indication of measures.

(*b*) Plane and descriptive geometry. (Lectures, three hours a week.) The most important properties of elementary geometrical forms. Equality and similarity of figures. Circle, ellipse, oval and the regular polygons. Exercises in measuring and dividing figures. Projection of points, lines, plane surfaces and bodies bounded by such. Sections and penetrations, development of surfaces, etc. Lecture with constant reference to the needs of practical industry.

(*c*) Perspective and shadows. (Lectures, two hours a week.) Perspective representation of plane figures, geometrical bodies, and representations of simple spaces in straight and oblique projection. In connection with this, construction of shadows, by projection and perspective.

2. *Architectural Drawing.*—Drawing of profiles and simple architectural forms, such as vases, pedestals, frames, etc.; thereupon the five orders, examples of advantageous applica tion of the same, from examples with measures.

3. *Ornament Drawing.*—Exercises in the reproduction of plastic forms of ornament in outline, or with full effects of light and shade. Cultivation of the understanding of the structure and meaning of ornament, in reference to its application. Plaster-casts, first of single leaf-forms and ornament parts, later on of complete ornament formations, serve as models. Herewith, use of different materials and ways of representation, with regard to the future profession of the pupil. Instruction by three professors: one for sculptors, one for decorative painters, and one for all others.

4. *Painting of Flat Ornament.*—Exercises for acquiring an acquaintance with flat ornament in polychrome, from examples taken from keramics and textile industries. Exercises for the development of the sense of color, and the technique of handling the brush.

5. *Theory of Ornamental Forms.*—Instruction in connection with the study of style; drawing from the principal tectonic and decorative forms, which are applied in industrial art, from systematically arranged examples taken from various periods of art. These examples consist partly of plates or models, partly of drawings on the blackboard by the teacher; they are copied in outline only, with pen or pencil. This instruction mostly restricted to the winter term.

6. *Figure Drawing* (including animals and drapery). Drawing of single parts of the body; later on, of the whole figure from plaster-casts, from nature, and the antique; afterwards, studies from the living models, and from models of animals and draperies. Representation partly in outline, partly with complete effects of light and shade, and application of various means and methods of representation.

7. *Painting and Drawing of Flowers.* — Studies from drawn and painted flowers, casts and natural flowers. Natural or conventional reproduction of flower-forms, with reference to their utilization for the decoration of art-industrial surfaces.

8. *Modelling and Carving.* — Exercises, first from ornaments, later from figures. At first simply copying, then exercises in changing size and the means of representation. Flat figures translated into plastic forms, forms in the round to forms in relief, etc. Two teachers — one for the ornamental and one for the figural part.

9. *History of Art and the Styles of Art.* — (Lectures, two hours a week.)

(*a*) Concerning the development of art in connection with the history of civilization, with accentuation of the most notable periods and peoples, and special descriptions of the most prominent artists and art-workers.

(*b*) Concerning the laws of style in the plastic arts generally, as well as their manifestation in the various branches of industrial art.

10. *Anatomy.* — (Lectures, two hours a week.) The anatomy of man as a guide to the artistic comprehension and correct representation of the human form. This course is given during the winter term only, in the academy building, where it is held for the joint benefit of the pupils of the Royal Academy and those of the School of Industrial Art.

B. PROFESSIONAL STUDIES.

1. *Architecture.* — Studies in architectural ornament, furniture and utensils. Practical exercises in making working

drawings, with particular reference to each material and its nature.

2. *Flat Ornament.* — Studies for textile industry and related branches. Designs for textile fabrics of every kind; also, wall papers, mosaics, typographical ornament, etc. Designs, based on standard *motifs*. Execution of designs for technical reproduction and multiplication.

3. *Figure Decoration.* — Studies in drawing and painting figural adornments for walls and ceilings, stained glass windows, textile fabrics, typographical ornament, etc. Use of standard examples, and designing from the living model, with special reference to the treatment conditioned by the various technical processes or the nature of different materials.

4. *Decorative Painting.* — Studies in decorative painting for walls and ceilings. Exercises in water-color, tempera, monochrome and polychrome painting. Designing of wall and ceiling decorations, with use of standard examples for inspiration. In connection with these studies, exercises in flower and still-life painting, specially for the purposes of room decoration.

5. *Glass Painting.* — Studies in glass-staining in connection with studies in keramic painting. Exercises in painting, engraving and etching on glass. Execution of flat ornamental patterns, figural, architectural and heraldic conceits in monochrome and polychrome. Finally, exercises in painting on porcelain and china.

6. *Modelling* (including carving). — Studies in plaster, architectural ornament, furniture and utensils. Instruction for decorative carvers, stucco-workers, modellers, art-joiners, etc. Execution of models in clay, plaster, wax and wood.

7. *Working in Metals.* — Studies for workers in metal, goldsmiths, etc. Execution of utensils, vessels, articles of jewelry, and the component of such in metal. Instruction in chasing, engraving, etching and enamelling.

C. Special Studies.

1. *Xylography.* — Preparation of wood engravings from outline, and light and shade pictures, also from photographs. Drawing on the wood with pencil and India ink.

2. *Engraving.* — Engraving with the burin on steel and copper; etching.

Practical Work.

Besides the regular work of the professional classes, certain orders from industrial firms in practical business are executed every year. These serve to stimulate the ambition of the scholars and maintain them in direct relations with the art-industrial world. Among the orders that have been executed for parties in Munich and elsewhere we would note: —

Several designs for iron columns, consoles, fountains, candelabras, etc., with models and working drawings of the same. Design for a clock. Designs for stoves. Architectural working drawings for Munich architects. Designs for textile fabrics, carpets, table-cloths, etc., for various manufacturers.

The pupils of the evening schools also furnished various designs for panels, wall, ceiling and room decoration, artistic furniture, and plastic ornaments in stone, wood and metal for buildings.

Competitive Problems for practical execution are also given during the year at intervals of from six to eight weeks. The subjects are such as: a writing table; pedestal for a bust; oil and vinegar cruets; fringed edging for a portière; mural paintings for a museum of plastic art; funeral cross in metal; plaques; painted cups, etc., etc. The merits of these designs are determined by a jury consisting largely of the teachers.

Visits and studies in various art museums, workshops, ateliers and manufactories serve to familiarize the pupils with the present and past results and processes of the world's work.

Examinations and Certificates.

Examinations and tests of proficiency by executed works, in those branches taught by lectures, take place at the end of the school year — in some events during the course of it — in which all pupils following the courses in question must participate. To pass the same successfully is considered proof of attendance at the lectures, and entitles pupils to certificates of diligence and progress. When the result of the examinations is unsatisfactory, a supplementary examination, or, in some cases, a repeated attendance of the course may be required. If a later examination again proves unsatisfactory, the faculty may prohibit further attendance at the institution by the delinquent. The examinations of the works executed in the remaining classes are held, according to their extent and nature, by the teachers of the classes, or by the faculty at the end of the terms.

To obtain a better idea of the progress made by pupils, as well as an incitement to independent thinking and working, competitive problems from various art-industrial branches are periodically promulgated during the school, in the solution of which all the pupils may participate. Honorable mention or prizes obtained at these competitions are specially dwelt on in the certificates.

As a rule, a public exposition takes place every two years of the works executed during that period, which is expected to demonstrate the artistic direction and influence of the school. Scholars are expected to deliver the works executed by them during that period to the director of the school, for selection and retention during the duration of the exposition.

Pupils obtain on demand and after payment of the customary dues (*a*) *Certificates of attendance*, *i. e.*, proofs of actual attendance at the school, without reference to diligence or progress; these can be obtained at any time. (*b*) *Term certificates*, establishing what progress and diligence has been shown in courses followed during a full term; these are only given when the pupil has entered the school within the first fourteen days of the term, and not left before the last eight days of the same. (*c*) *Certificates of attainment*, which establish not only the kind, duration and success of the pupil's attendance, but a suggestion as to his ultimate practical utility and capability; these are awarded only after an attendance of at least three years.

Specials can obtain only attendance and term certificates. There are five grades of marks for deportment, diligence and progress; viz., Mark I, very good; Mark II, good; Mark III, fairly good; Mark IV, mediocre; Mark V, inferior.

The *dues* for *certificates* are 40 pfennigs for an attendance certificate, 50 pfennigs for a term certificate, and 1 mark for a certificate of attainment. The same fees are charged for duplicates.

Indigent pupils of talent, diligence and moral worth, may be adjudged a school stipend of 360 marks after an attendance of at least two terms at the school. After an attendance of at least two years such may be adjudged a travelling stipend of 720 marks. No school stipend can be drawn for more than two years, and no travelling stipend for more than one year. These stipends are drawn from the "Maximilian Endowment for Industrial Art."

Owing to the inequality existing among the majority of pupils as to attainment, capability, special purposes, age and attendance, instruction is given as much as possible individually, excepting, of course, the lectures. It is therefore the aim of the school to have reference to individual needs, as far as the general arrangement of its studies permits such a course. Those studies in which the pupils must receive simultaneous instruction are called courses. Some of these last only one (winter) term; others two or more terms. Neither is there any general rule for all pupils as to the exact number of hours to be devoted to any one branch of study; the study-plans only show in what year such studies may be prosecuted. The grouping of studies in the plan of study is conditioned as much as possible by the final purpose of the pupil.

To aid the professional classes in acquiring a practical grasp of their respective vocations, the administration of the school may turn over to the pupils of the same, orders from outside for designs and models, as far as the capability, time and knowledge of the pupils make such a course possible.

FEMALE DEPARTMENT.

As a rule, pupils who have not yet chosen a profession are permitted to attend the school for a year only, and such a choice is therefore made a condition of their reception for a third term.

In order to follow a higher course, or to make a change from one branch of study to another, regulars, as well as specials, are required to have successfully followed the preceding course or preliminary study, and respectively to give proof of possessing the attainments necessary for such change or promotion. Besides this, the consent of the director is required in all cases. Dues are to be paid immediately on admission to the school. These amount to 10 marks for each term. New comers must besides pay an entrance fee of 2 marks.

Pupils, on request and after payment of the fees, can obtain term and attainment certificates.

Special Study-Plans.—The purpose of the special study-plans is to give the lady pupils such advice in arranging their studies that they may, within a given time, obtain the education necessary for a certain determined art-industrial profession. Although the duration of attendance requisite for such attainment must vary according to profession and individual talent, yet under normal conditions it is assumed that such duration will average three years.

The division of the studies on the study-plans into three-year courses is based on this assumption. When the progress of any pupil is more rapid or is slower than the average, a corresponding lengthening or shortening of the time of study will ensue.

NORMAL STUDY-PLAN OF THE FEMALE DEPARTMENT OF THE SCHOOL.

Group I. For Pattern Drawing and Decorative Painting:

COURSES.	Hours per week, according to school year.		
	I.	II.	III.
TECHNICAL DRAWING:			
Course I. Linear Drawing, Plane Geometry and first elements of Descriptive Geometry, . . .	8	–	–
Course II. Descriptive Geometry continued, Perspective and Shadows, ...	–	6	–
Ornament Drawing, ...	16	–	–
Painting of Flat Ornament, ...	8	–	–
Figure Drawing, ...	–	12	12
Flower Drawing and Painting, ...	–		
History of Art and Theory of Style, ...	–	2	2
Professional Instruction, according to pupils' special purpose, ...	–	12	18
Total hours per week, ...	32	32	32

Group 2. For Lithography and Xylography:

COURSES.	Hours per week, according to school year.		
	I.	II.	III.
TECHNICAL DRAWING AS ABOVE:			
Course I.,	8	–	–
Course II.,	–	6	–
Ornament Drawing,	18	12	12
Figure Drawing,	–		
History of Art and Theory of Style,	–	2	2
Professional Instruction,	6	12	18
Total hours per week,	32	32	32
There exists for both groups during the winter term, as compensation for hours lost during the day:			
Evening Instruction in			
Theory of Ornamental Forms,	10	–	–
Drawing of Flower and Figure Ornament,		10	10

For the education of drawing teachers there is a special course. This has the duration of *one school year*, but pre-supposes the following acquirements:

(*a*) Candidates for the position of teacher of elementary drawing must have gone through the studies of the second year, as per Group I.

(*b*) Candidates for positions in professional art-industrial instruction must have gone through the studies of the third year, as per Group I.

The special course for teachers embraces:

Pedagogy;

Methods of instruction in drawing;

Exercises in drawing *à tempo* and on the blackboard with simultaneous demonstrative exercises;

Practical instruction;

The examination of candidates for teachers' positions immediately follows this course and takes place every year in July. When this examination is passed, the candidate receives a teacher's certificate. The periods of examination and the composition of the examining commission, are made public two months before the examinations take place.

Practical Work done by the Female Section includes: Several designs for woman's handiwork, — table-covers, towels, pillows, etc., with vari-colored embroidery; laces for trimming costumes and furniture; monogram embroidery, etc., — partly for business firms, partly for private parties. Several designs for woollen textures. A considerable number of wood engravings of every description; illustrations, vignettes, etc., for various home and foreign publishers. Some chromo-lithographs; among them plates for an art industrial publication. Paintings on porcelain and faiences, plates, plaques, cups, etc.

Visits to the National Museum and the old Pinakothek are made by the ladies of the school, during which pictorial subjects are copied on textile fabrics.

ROYAL SCHOOL OF INDUSTRIAL ART.

NUREMBERG.

This and the Munich school are recognized as the only schools of Bavaria having a "pronounced industrial character." The Nuremberg school is characterized by directness of purpose. Pupils are not required to study a variety of subjects, but those undertaken are studied thoroughly. The result is eminently practical work. In those departments where design is studied, drawings and photographs are used for some time as *motifs*. As a result the pupil's mind is stored with ideas which have been the gradual outgrowth of many years. He gains the power of advancing from the point where his predecessors left off. Little regard is paid to the study of plant form as a source of inspiration. The director believes that ornamental forms should be studied first, leaving plant form for advanced pupils. They have great respect for "traditions of the past," believing that higher results will be obtained by studying works of former times, and perfecting existing ideas, than by obliging each generation to work up from nature. These being governing ideas, it is easy to understand why Bavarian schools have become largely the exponents of particular styles. At the present day the German and Italian Renaissance are studied almost exclusively.

Unlike most German schools the plans of study of the Nuremberg school are simple and clearly arranged.

I. PURPOSE AND ARRANGEMENT OF THE INSTITUTION.

"The purpose of this school is to furnish the artistic education requisite in the various branches of art industry, and especially to form designers, modellers, etc., as well as teachers of industrial drawing." The institution consists of: —

1. *A Preparatory School.* — Descriptive geometry, architectural drawing, elementary ornament drawing, and modelling. Duration, one year.

2. *Three Professional Schools.* — Each of three years' duration.

(*a*) *Architectural School.* — Doctrine and application of architectural forms, as far as they can be used for art-industrial purposes, for architectural draughtsmen, furniture makers and other workers in the building trades.

(*b*) *School of Modelling.* — Ornament, studies from figural examples and from life, for modellers in tile and porcelain works, carvers of architectural ornament, wood carvers, engravers and metal beaters.

(*c*) *School of Decorative Drawing and Painting.* — Use of ornament and figure strictly according to the laws of the styles, for draughtsmen of patterns and vignettes, house painters and decorators.

3. *A Section for Teachers of Industrial Drawing.*

4. *Evening Pupils.* — Mostly apprentices from the city, who wish to educate themselves as lithographers, engravers on wood and copper-plate, etc.

The instruction at the school comprises the following branches: —

1. *Auxiliary Branches.*

(*a*) Descriptive geometry with popular examples, demonstrated by exercises in drawing.

(*b*) Construction of shadows, washes of spherical bodies with tracing of their shadows.

2. *Architecture*, or the theory of architectural forms, as far as they can be used for practical purposes; viz.: —

First Year. — Study of styles and architectural forms (Antiquity, Middle Ages, Renaissance), the orders, cornices, simplest art-industrial objects (pupils' own copies), with full-size profiles.

Second Year. — Study of profiles, with regard to material and the laws of style conditioned thereby; copies of more ornate art-industrial objects, notably furniture, with full-size details; instruction in making working drawings.

Third Year. — Continuation of the same, with attempts at designing.

3. *Ornament Drawing;* viz.: —

First Year. — Elementary, with reference to the main styles, as completion of the simultaneous studies in architecture.

Second Year. — Laws of ornament; studies from nature.

Third Year. — Ornament drawing, with set programmes for the filling of given spaces; designing of utensils from the domain of minor art, with special instruction on the laws of style necessitated by the materials used.

4. *Decorative Painting* (flat); viz.: —

First Year. — Principles of the division of surfaces; practical instruction in color by copying of colored decorations.

Second Year. — Continuation of studies from colored designs; practice in the technique of glue water-colors; first steps in designing.

Third Year. — Execution of simple wall and ceiling decorations; designs for fabrics, etc., from sketches furnished.

5. *Figure Drawing.*

First Year. — Outlines and faintly shaded drawings from plaster models.

Second and Third Years. — Studies from the living model.

6. *Painting from the Living Model*, to supplement the studies for decorative painters in the last year.

7. *Modelling.*

(*a*) *Ornamental Modelling.*

First Year. — Simple objects from the domain of architectural forms (simple leaf ornaments).

Second Year. — Copying of more ornate examples; studies from nature; attempts at designing ornaments for given spaces.

Third Year. — Designing of ornament with figural accessories.

(*b*) *Figure Modelling.*

First Year. — Identical with ornamental modelling.

Second Year. — Studies from the antique; single members of the body; masks.

Third Year. — Studies from the living model; decorative figures.

8. *Wood-carving.*

9. *Metal-working.*

10. *History of Art.*

11. *History of the Technical Arts.*

12. *Anatomy.*

The distribution of hours for the instruction of the several classes of the professional schools is established by a special schedule.

Admission to the school implies an age of fifteen years; good moral character; satisfactory elementary acquirements in drawing or modelling; if possible a year's experience in practical work; credible proofs of capability, or, if the director requires it, the passing of an examination, and the consent of parents or guardian; it is also necessary to have successfully gone through the preparatory school to enter the professional school. Women are not admitted.

Young men, who wish to follow only single branches of the preparatory or professional courses, may, if possessing sufficient preliminary knowledge, enter the school as special students. Dues, which must be paid in advance on admission, are: 10 marks per term for Bavarians, 18 marks for foreigners, 27 marks for specials. On no condition will the money once paid be returned.

II. ARRANGEMENT OF CLASSES. — AMOUNT OF TIME PER WEEK.

Preparatory School.

1. Linear Drawing,	6 H.
2. Descriptive Geometry,	6 H.
3. Ornament Drawing,	8 H.
4. Modelling,	8 H.

(In the summer term — *Architectural Drawing.*)

Total, 28 hours. Hours reserved for problems, 8.

A. *School of Architecture.*

CLASS I.

1. Theory of architectural forms	12 H.
2. Shadows,	6 H.
3. Ornament drawing (elementary),	12 H.
4. Modelling (elementary),	8 H.

(In summer — *Practice in effects of light and shade.*)

Total, 38 hours. Hours reserved, 8.

CLASS II.

1. Architecture (with lecture),	10 H.
2. Perspective,	4 H.
3. Ornament drawing (with lecture),	6 H.
4. Figure drawing (casts),	8 H.
5. Modelling,	8 H.
6. Flat painting,	6 H.

Total, 42 hours. Hours reserved for tasks, 4.

CLASS III.

1. Architecture,	10 H.
2. Ornamental design,	6 H.
3. Decorative painting,	8 H.
4. Figure drawing (living model),	12 H.
5. Modelling,	6 H.

Total, 42 hours. Hours reserved for tasks, 4.

B. *School of Modelling.*

CLASS I.

1. Theory of architectural form (with lecture),	12 H.
2. Shadows (construction of),	6 H.
3. Modelling (elementary),	10 H.
4. Ornament drawing (elementary),	12 H.

(In summer — *Practice in effects of light and shade.*)

Total, 40 hours. Hours reserved for tasks, 6.

CLASS II.

1. Architecture (with lecture),	6 H.
2. Modelling of ornament or of the figure,	12 H.
3 Ornament drawing,	6 H.
4 Figure drawing (casts),	8 H.

Total, 32 hours. Ten hours reserved for modelling, specially for such pupils as wish to model simultaneously from the antique.

Class III.

1. Modelling (ornamental; figure),	14 H.	3 Drawing from the living model,	12 H.
2. Ornamental designing (drawing),	6 H.		

Total, 32 hours. Hours reserved for modelling, 14.

C. *School of Decoration.*

Class I.

1. Theory of architectural form (with lecture),	12 H.	3. Drawing of ornament (elementary),	12 H.
2. Construction of shadows,	6 H.	4. Flat painting,	10 H.

Total, 40 hours. Hours reserved for special tasks, 6.

Class II.

1. Architecture (with lecture),	8 H.	3. Ornamental drawing,	8 H.
		4. Figure drawing (casts),	12 H.
2. Perspective,	4 H.	5. Decorative painting,	10 H.

Total, 42 hours. Hours reserved for decoration, 4.

Class III.

1. Ornamental designing (drawing),	6 H.	3. Studies from nature (portrait drawing, etc.),	6 H.
2. Decorative painting,	16 H.	4. Drawing from the living model,	12 H.

Hours reserved for ornamental designing, 6.

History of Art for all the pupils of the first professional classes, . 1 H.
History of the Technical Arts for all the pupils of the second professional classes, . 1 H.
Anatomy for all the pupils of the third professional classes, . 2 H.

III. Observations Concerning the Means of Instruction used, the Matters Treated and the Pedagogic Methods Applied.

I. *Auxiliary Branches.*

Linear Drawing. — One term: simple geometrical patterns (flat ornament as far as projection of the same on spherical surfaces), from sketches of the teacher on the blackboard (12 plates per scholar).

Descriptive Geometry. — From the projection of the point to the isometric representation of bodies, from sketches by the teacher on the blackboard. Models of the imperial Austrian museum for art and industry (16 sheets per pupil).

Architectural Drawing. — One term: from profiles to the Ionic order, inclusive, from blackboard sketches based on Laurey's work (6 to 8 sheets per pupil).

Construction of Shadows and Theory of Lights. — Construction of shades and shadows on simple bodies; construction of the so-called normal sphere and its application to spherical figures, with particular reference to the forms of antique vases, and the forms created by turning wood and metal (10 to 12 sheets per pupil).

Perspective. — From the rudiments to the representation of bodies with their shades and shadows. Quite an original idea of this department is to require the pupil to make a free-hand drawing of an object and afterwards an instrumental perspective diagram showing the same view, and demonstrating the reasons for each fact of the free-hand perspective (6 to 8 sheets per pupil).

II. Architecture.

First Course. — Theory of architectural forms, with lectures and sketches on the blackboard. Profiles and order of the Greeks, Romans and Renaissance, with exercises in drawing the same. The best of these drawings are reproduced, and the impressions distributed among the other participants of the course (5 to 6 sheets per pupil). In the "reserved" hours, simple architectural details and *ensembles*, mostly of furniture, are drawn by the pupils from sketches of their own, with shadows, full-size profiles and sections (4 to 5 subjects on the average are treated by the pupils).

Second Course. — The pupils, according to their varying degrees of preparation, work on special examples and orders, with application of the same to designs, principally with use of photographs. They treat the decoration of rooms, with ceilings, paneling and furniture, then make detail studies of highly ornate capitals, bases, etc. These sheets are shaded and, when possible, treated in color (3 works per scholar).

III. — Ornament Drawing.

Preliminary Course. — All drawing in this course is from plaster-casts. Course of instruction — historical, beginning with Greek and Roman examples, then taking up Mediæval and Renaissance ornament. Principal object aimed at — correct reproduction of outlines and effects of light and shade. Materials — pen and pencil; occasionally black and white chalk or the brush. As a rule the pupil is expected to finish *one* such ornament per week. Drawing from the round is practised in this course according to geometrical bodies, taken from the models of the Union Centrale.

First Course.— Continuation of studies from plaster reliefs, with the most thorough execution possible, as regards effects of light and shade. (An average of 10 sheets per pupil.)

Second Course.— Instead of attempts at independent designs, it is found necessary to resort to copying. About twenty-four drawings are made on the blackboard by the teacher, which, being broad and simple in their treatment, demonstrate the most essential characteristics of the different styles of ornament. Through the imitation of these, the technique of simple representation is developed in the pupils.

Third Course. — Attempts are made in designing ornaments. or art-industrial objects. (An average of two or three works per pupil.)

IV. — Decorative Painting.

First Course. — Copying of flat painting from the works of Racinet, Fischbach, and Malerjournal (Painter's Journal), on canvas, with glue colors.

Second Course.— Commencement of painting from ornamental plaster-models; first monochrome, then monochrome with gold or other colors.* Hereupon follow studies from grouped compositions of architectural fragments, vases and draperies on patterned backgrounds; copying of colored ornaments, full size, from studies and blackboard sketches by the teacher; also studies in color from living flowers and fruits.

Third Course. — Single panels, friezes, and corner-pieces, are put into colors from photographs (mostly *motifs* from the Italian Renaissance), or they are designed independently, and all are executed with glue colors, size of execution. Towards the end of the summer term, attempts are made at distemper fresco-painting. Pupils execute, on an average, five to six large studies, embracing several square metres, as well as a number of smaller tentative sheets.

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* The instructor says: "Very little" attention is paid to the theory of color. "It is apt to lead too far." It should be said that the colored designs shown are harmonious, and would compare favorably with English productions which are made under the influence of the theory.

V. — Figure Drawing.

(a) From Plaster. — Contours of busts, round figures and reliefs on a smaller scale; later on, they are most of them slightly shaded with pencil or crayon. The idea of this exercise is to force the pupil, by drawing as *much* as possible, to quickly seize the characteristic lines of an object. For special study, single parts of the body, hands and feet, also mostly on a diminished scale, are drawn with strict accuracy; also single figures and busts, part of them full size. (Crayon drawings.) (6 to 7 sheets per scholar.)

This instruction is followed either one or two years, according to individual capability.

(b) From the Living Model. — Studies of pose, drawn mostly with pen or pencil, 40 to 50 centimetres high. Each pose stands from 12 to 16 hours. Studies of heads, mostly in charcoal, and studies of drapery.

VI. — Painting from the Living Model.

VII. — Modelling.

(a) Ornamental.

Preliminary Course. — Rudiments, eggs and darts, rosettes, palms, various mouldings, single leaves from plaster casts or photographs. (10 to 15 sheets per pupil.)

First Course. — Copying from plaster-casts. (Parts of Italian Renaissance ornaments and architectural details.) (8 to 10 drawings per pupil.)

Second Course. — Continuation of copying from more ornate examples, principally from photographs and engravings. In the summer term, studies from living plants. The better works are cast in plaster, and copied by the pupils.

Third Course. — Attempts at the independent execution of ornaments, with figural accessories, for given surfaces; mostly from sketches by the teacher, or suggestions obtained from photographs, with particular reference to their applicability to industrial objects: picture-frames, ornamented balusters for carving in wood, friezes with festoons and cartouches for stucco-ornament, fruit-dishes, tankards, pitchers, cups (for chasing), plates, stove-tops (for majolica), capitals, lions' heads, masks, keystones, etc. One term is devoted to the execution of these objects.

(b) Figural.

Second Course. — Copying from the antique, parts of faces and masks; busts, partly enlarged, partly reduced; torsos and reliefs. For the more advanced, statues, statuettes and groups. An average of 6 works per pupil.

Third Course. — Studies from the living models. Each pupil completes on an average 6 poses (round or relief); 6 studies of heads (full-size busts); 2 studies of heads (relief); 2 studies of draperies (round).

Besides the above, competitive problems are treated in the reserved hours of this course. Sixteen objects of the pupils' own choice, partly compositions, have recently been executed in the course.

VIII. — Wood Carving.

Copies from plastic examples and from drawings; several ornamental friezes, highly ornate balusters, lions' heads, medallion busts, studies in drapery and picture-frames were executed.

IX. — Metal Working.

Practice in making incised ornament on brass plates, exercises in chasing and cutting borders, friezes, clasps, chased panels, etc.

X. and XI. — History of Fine and Technical Art.

Course lasts two years, one hour per week. The following subjects have been treated in one winter term, with reference to illustrations: the architecture and sculpture of the Hindus, Egyptians, Persians, Greeks and Romans, with particular reference to the art-industrial achievements of these nations. (Collection of the Bavarian National Museum.) In the summer term: history of the technical arts, with demonstrations in the collections of the Bavarian National Museum. (1) Textile arts: weaving, embroidering, paper-hanging. (2) Lacquer-work. (3) Enamel, according to its various modes of fabrication and application among the various nations of antiquity up to the present time. (4) Mosaics and glass-staining.

In the summer term tentative and not obligatory lectures of one hour's duration on "the theory of vessel-forms" has been established, wherein the principles of form with reference to special *techniques* and materials are discussed, and illustrated by drawing and photographs. Particular stress is laid in this practice on the pupils drawing the most characteristic elementary forms and types found in this section of art from sketches on the blackboard by the teacher, partly as practice in sketching generally, partly to enrich the knowledge of forms of each particular pupil.

XII. — Anatomy.

(2 hours a week.)

In the winter term, osteology, with demonstrations on a skeleton; in the summer term, myology (science of muscles). As material of instruction, use is made of the atlases of Albin, Henke, Roth and Fau, also plaster casts of preparations, and copies of such, among them Roth's muscle-man.

SCHOOL OF INDUSTRIAL ARTS.

GENEVA.

This school has been recently established and is designed as a continuation of the municipal school of art applied to industry. Its costly building (800,000f.) and appliances have all been designed to give practical instruction related to various industries, principally keramics, enamel painting, art bronzes, etc., which are not only designed but produced at the school where the finished works are kept on sale. The *motifs* are the same as employed by the German schools in engravings, lithographs and photographs of prevailing styles.

The administration of the school is intrusted, under the control of the Council of State, to the commissioner of surveillance.

Instruction is gratuitous.

The pupils are *regular scholars and day scholars.*

Regular scholars are those who aim at a complete artistic education, or who undergo the apprenticeship of a special branch. They alternatively follow the lessons indicated on the programme of studies, and engage in the practical execution of works belonging to the profession which they intend to adopt. They alone have the right to participate in the regular competitions of the school.

To be admitted as a regular scholar, it is necessary to be at least 14 years old, to be in possession of a diploma from the municipal school of art applied to industry, or to pass an examination proving equivalent knowledge.

The *day scholars* (apprentices, workmen, or industrials) must indicate, when registering, the hours which they desire to devote to studies or to the execution of work, as well as the nature of the latter.

As day scholars are admitted such industrials as can furnish proof of the possession of sufficient preliminary knowledge to enable them to follow profitably the instruction given in the school, and as can show the aptitudes necessary for the execution of works.

When there is occasion to offer a division of money for executed works which have found a sale, this remuneration must be sanctioned by the commission of surveillance, on the preliminary advice of the director. It can, in no case, be decreed before the school has received the price of the objects sold, and a deduction has been made for the cost of manufacture. During the year, competitions are organized.

Programme of Studies.

(*a*) Modelling and sculpture; figure and ornament.
(*b*) Low and high relief in metals.
(*c*) Keramics, and their various applications.

The object of these studies is to lead the way to the following industries:

1. Decorative sculpture for buildings;
2. Moulding and retouching in plaster;
3. Finishing stone surfaces;
4. Wood-carving;
5. Artistic goldsmith's work;
6. Art bronzes;
7. Artistic wrought-iron;

8. Enamel painting, decorating on white porcelain and faience, and on common faience.

Studies are made from the living model, the plant, plaster casts and engravings.

Special importance is given to the class in keramics. It is open every day from 8 A. M. to 12 M.; and from 2 P. M. to 6 P. M.

It embraces the following studies:

(*a*) Painting on faience and porcelain, decorative applications on pastes, enamels, biscuits, majolicas, etc.

(*b*) Design, modelling and composition from nature.

(*c*) Study of styles, monograms, blazonry and decorative forms (vases, cups, plates, etc.), architecture, exterior and interior decoration.

Conclusion.

There are many other schools which might be described, and something learned from each, as they are by no means all conducted in the same way. These are, for the most part, exclusively for men. There are, however, various schools devoted to young women, as the *Ecole Moyenne-professionnelle de demoiselles* of Liege. The last exposition at Brussels showed the works of a number of provincial schools which seemed specially designed to benefit local manufactures. The process of manufacture is often illustrated; as, for instance, schools that teach pupils to design woven fabrics are supplied with looms. The knowledge thus gained enables the pupils to make designs that can be worked practically.

As a contrast to the rigid English system, which has been well illustrated in this country, might be cited several continental schools. One of the most successful Parisian evening schools maintains quite earnestly that their excellent work is *not* the result of *system* but of *continual practice*, working three hours five nights a week, and sometimes Sunday.

It is important that instruction should consider individual needs as far as possible, because we shall thus lessen the labor of acquiring the knowledge which may be applied to particular professions, and shall preserve individuality, the life of all variety in art. The Munich school is a notable example of the care taken in this respect. The importance of realizing these truths is impressed by the fact that they mark the principal difference between our methods and theirs. These schools have been undoubtedly the means by which workmen have been developed, who, to-day, stand pre-eminent in those manufactures which, from their stamp of artistic beauty, find a market the world over.

It may be said, when it is asked that these schools be established, that we have no demand for the workmen which they would produce. We have only to point at the list of trades represented in the Munich school to show that every one is represented in the large cities of this country. From force of custom our workmen in these trades do not realize the necessity of having the education received by their fellow workmen across the water. The result is that the representatives of various trades are without that foundation knowledge which will secure ultimately their broadest development.

The taste of our people has made such a marked advance in a few years, that a decided increase in demand has taken place for those articles which lend refinement and beauty to our surroundings. This means, as is well understood, increased importation. An expensive way to satisfy the demand, but one which will not permit the most wide-spread benefits to all classes. With the increase of workmen who can create these objects of beauty in our own country, and the consequent decrease in expense, we shall see their wide-spread use.

That a decided and permanent interest in art matters has arisen cannot be doubted. Looking at the matter in a purely business light, we see the necessity of providing the means which will satisfy this interest.

Something has been done already. We have schools devoted to modelling, designing carpets, etc., but their aim is decidedly too narrow. We must have schools which will influence a wide range of professions.

Munich, with its 169,000 inhabitants, has the magnificent school which has been described, while Boston, with 375,000 inhabitants, still lacks a similar institution. It is true that we have the Normal Art School, but it must be remembered that its exclusive aim is to train teachers of drawing for the public schools. It cannot have, therefore, the direct influence of the schools described. A school must be established where carvers, stone-masons, joiners, metal workers, locksmiths, decorators, bookbinders, lithographers, painters, wood engravers, jewellers, paper-hangers, designers, etc., etc., may have an opportunity to practise those studies which shall be *directly* beneficial. When this is done we may hope to see our local work increase in those qualities which attract our attention in foreign productions; then we shall rapidly realize the desires of those who first interested themselves in developing art education in this country.

Admitting the necessity of industrial art schools, we are at once compelled to consider the difficulties which surround new enterprises.

First, and most important, it will be necessary to enlist the sympathy and practical help of leading men in the trades, which will be benefited. This, undoubtedly, would be best performed by individual work. We cannot doubt that there exists a desire to improve our manufactures, and, as in every public movement, a few earnest people are necessary to lead the way. The history of the Munich Industrial Art School, as the result of a society's work, commencing modestly with seven pupils, gradually developing to its present great importance, is not without its suggestions. At first thought it might seem best to work out this idea under the control of some of our existing societies, but there is no society existing whose members represent widely enough the industries which would be benefited. It is important, therefore, to make it the special object of a society unhampered by foreign surroundings and having a single aim.

If such a society should become the means of presenting lectures on industrial subjects, publishing works, multiplying copies of objects of art, forming an easily accessible art library and the development of an industrial art school, it would do a work well worth the trouble which the creating of it might cause. We are fortunate in being able to profit by the experience of Europeans, but while a study of their schools and methods will be beneficial, it must not be thought that a complete copying of any one is advised, but with the experience which we have already had with English methods, and that which we may learn of the continental, we have abundant material to guide us towards the forming of a school which shall specially adapt itself to our needs.

Whatever is done in this direction, it is important that plans should be adopted which will attract the workman and make him feel at home in the school. That there exists a large class who would attend such a school, is in part shown by the large number of students representing various trades, who, every winter, throng our evening drawing schools. They represent a class, some of whom would gladly accept a broader opportunity to perfect themselves. In seasons of depression of business, such a school would afford an opportunity for the improvement of time which might otherwise be wasted.

The advantages which such schools offer should interest our people in their establishment. Especially is such a school needed in Boston, containing, as it does, such a variety of manufactures demanding art knowledge.

While pointing out the desirability of such a school, we should not lose sight of the necessity of museums as adjuncts to the schools.

Happily, owing to the public spirit of certain Bostonians, we have already the beginning of an art museum, which should not only educate the public, but specially our art workmen; for, in this way, are its treasures to be made practically available.

The teaching of drawing in the public schools, the forming of museums, and the establishment of industrial art schools to make practical the teaching of both, are the means employed to foster industrial art education in other countries. By adopting the same means we may hope for similar results, and our establishment on the same footing as the industrial countries of Europe. Then we shall see less of our wealth crossing the ocean, and possibly the tide of importation may so turn that the people of other countries will gladly give us their wealth for *our* art productions.

CHARLES M. CARTER.

Boston, Jan. 1, 1883.

AN ABSTRACT

OF THE SCHOOL RETURNS MADE BY THE SCHOOL COMMITTEES OF THE SEVERAL TOWNS AND CITIES IN THE COMMONWEALTH, FOR THE SCHOOL YEAR 1881–82.

BARNSTABLE COUNTY.

TOWNS.	Population — U. S. Census, 1880.	Valuation — 1881.	No. of Public Schools.	No. of persons in town May 1, 1881, between 5 and 15 years of age.	No. of persons in town May 1, 1881, between 8 and 14 years of age.	No. of different pupils of all ages in the Public Schools during the school year.	No. attending within the year under 5 years of age.	No. attending within the year over 15 years of age.	No. attending within the year between 8 and 14 years of age.	Average membership of all the Schools.	Average attendance in all the Public Schools during the school year.	The per cent. of attendance based upon the aver'ge membership.	No. of teachers required by the Public Schools.
Barnstable,	4,250	$2,649,945	25	674	410	751	–	72	476	605	544	·90	25
Brewster,	1,144	1,015,044	7	216	156	247	4	13	138	180	167	·92	7
Chatham,	2,252	584,866	12	395	220	452	3	78	215	336	302	·90	12
Dennis,	3,290	1,140,485	13	558	469	629	5	89	364	477	433	·91	13
Eastham,	692	207,403	3	140	94	143	–	27	92	111	95	·86	3
Falmouth,	2,422	2,961,906	13	388	298	425	–	53	266	341	277	·81	14
Harwich,	3,265	938,290	16	654	504	753	–	164	495	678	527	·88	16
Mashpee,	347	112,630	2	35	26	76	2	8	26	62	52	·84	2
Orleans,	1,294	435,515	6	191	127	205	1	29	127	171	146	·85	6
Provincetown,	4,345	1,674,273	18	800	500	900	–	140	488	833	763	·92	20
Sandwich,	3,544	1,440,550	21	647	392	696	3	76	380	579	519	·89	22
Truro,	1,019	241,274	7	172	110	207	1	50	104	153	139	·90	7
Wellfleet,	1,908	754,561	10	316	200	340	–	52	210	306	290	·95	12
Yarmouth,	2,173	1,398,544	10	344	–	372	–	54	215	292	237	·81	10
Totals,	31,945	$15,555,286	163	5,530	3,506	6,196	19	905	3,596	5,124	4,491	·88	169

BERKSHIRE COUNTY.

TOWNS.	Population — U. S. Census, 1880.	Valuation — 1881.	No. of Public Schools.	No. of persons in town May 1, 1881, between 5 and 15 years of age.	No. of persons in town May 1, 1881, between 8 and 14 years of age.	No. of different pupils of all ages in the Public Schools during the school year.	No. attending within the year under 5 years of age.	No. attending within the year over 15 years of age.	No. attending within the year between 8 and 14 years of age.	Average membership of all the Schools.	Average attendance in all the Public Schools during the school year.	The per cent. of attendance based upon the aver'ge membership.	No. of teachers required by the Public Schools.
Adams,	5,593	$2,360,645	22	1,338	762	1,365	–	57	754	912	840	·92	24
Alford,	348	268,768	3	74	46	81	–	7	46	58	50	·86	3

Becket,	1,123	357,573	9	207	150	230	5	18	137	153	136	·89	9
Cheshire,	1,537	751,528	9	314	187	337	2	38	201	257	211	·82	9
Clarksburg,	724	210,215	3	150	90	162	–	6	94	107	85	·80	3
Dalton,	2,052	1,500,916	11	358	359	369	6	5	102	352	277	·79	11
Egremont,	875	433,668	3	124	69	129	3	16	71	103	79	·77	3
Florida,	459	141,893	6	123	67	128	2	3	67	111	92	·83	6
Great Barrington,	4,658	2,876,293	22	880	603	854	–	72	523	754	630	·84	23
Hancock,	642	384,381	7	103	68	106	6	7	57	59	41	·69	7
Hinsdale,	1,595	707,773	11	448	321	440	11	22	305	334	322	·96	11
Lanesborough,	1,278	586 259	8	287	178	321	4	28	158	251	210	·84	8
Lee,	3,939	1,836,559	18	780	462	940	9	89	516	759	657	·87	19
Lenox,	2,043	1,253,235	12	413	236	422	5	37	225	336	279	·83	12
Monterey,	635	229,904	5	133	76	148	2	31	72	108	93	·86	6
Mount Washington	205	71,322	2	32	16	32	2	3	13	20	14	·68	2
New Ashford,	203	89,038	2	36	30	50	–	3	30	30	24	·80	2
New Marlborough,	1,876	642,595	13	384	248	385	4	30	214	277	227	·81	13
North Adams,	10,192	4,376,887	34	2,348	1,337	2,473	4	108	1,305	1,596	1,473	·92	41
Otis,	785	221,095	10	181	121	191	7	26	120	155	139	·90	10
Peru,	403	121,464	6	69	43	92	4	11	50	59	41	·70	6
Pittsfield,	13,367	7,542,618	45	2,611	1,462	2,783	10	167	1,613	2,057	1,830	·89	64
Richmond,	1,124	470,138	6	264	159	228	14	6	155	182	130	·71	6
Sandisfield,	1,107	384,593	12	188	141	225	5	32	137	183	148	·80	13
Savoy,	715	214,345	8	140	87	158	5	20	82	112	95	·84	8
Sheffield,	2,204	948,722	14	424	325	543	7	81	308	382	318	·83	14
Stockbridge,	2,360	2,240,316	9	380	255	381	3	53	235	328	292	·88	11
Tyringham,	542	243,085	7	97	72	122	3	22	72	90	71	·88	6
Washington,	492	212,325	6	125	69	99	1	9	89	74	63	·85	6
West Stockbridge,	1,934	723,372	10	436	268	468	6	20	276	402	330	·82	10
Williamstown,	3,395	1,584,006	14	667	422	694	7	48	424	584	513	·86	15
Windsor,	644	212,311	7	106	70	131	5	13	68	100	85	·85	7
Totals,	69,049	$34,197,842	354	14,220	8,799	15,087	142	1,088	8,519	11,285	9,795	·87	388

BARNSTABLE COUNTY — CONTINUED.

TOWNS.	Whole No. of different male teachers in school year.	Whole No. of different female teachers in school year.	No. of teachers who have attended Normal Schools.	No. of teachers who have graduated from Normal Schools.	Av'ge wages per month of male teachers in Public Schools.	Av'ge wages per month of female teachers in Public Schools.	Aggregate of months all the Public Schools have been kept during the school year.	Average No. of months the Public Schools have been kept for the entire year.	No. of Schools kept less than six months each.	HIGH SCHOOLS. No. of High Schools.	No. of teachers.	No. of pupils.	How supported.	Length. Months. Days.	Salary of Principal.
Barnstable, . .	4	29	13	11	$64 18	$35 24	207	8–10	1	1	1	46	Taxation,	9	$900 00
Brewster, . .	2	5	3	2	52 50	34 00	51–15	8–10	1	–	–	–	–	–	–
Chatham, . .	6	9	1	–	52 00	22 00	103	9	1	1	1	61	Taxation,	9	675 00
Dennis, . . .	6	9	4	4	56 19	31 87	108	8–6	–	1	1	47	Taxation,	9	547 00
Eastham, . .	2	3	–	–	40 00	32 50	24	8	–	–	–	–	–	–	–
Falmouth, . .	4	14	8	6	78 50	37 25	111	8–10	–	1	1	30	Part tax,	9	1,000 00
Harwich, . .	8	11	7	5	54 00	32 00	120	7–10	–	1	1	31	Taxation,	9	800 00
Mashpee, . .	2	2	1	1	47 50	30 00	12–10	6–5	–	–	–	–	–	–	–
Orleans, . .	1	5	–	–	88 87	24 00	54	9	–	1	1	37	Taxation,	9	800 00
Provincetown, .	3	17	3	3	86 66	29 62	145–10	9–10	–	1	3	92	Taxation,	9–10	950 00
Sandwich, . .	5	22	7	5	64 00	32 00	170	8–2	–	1	2	58	Taxation,	10	1,100 00
Truro, . .	3	7	–	–	47 00	31 23	52–15	8–5	2	–	–	–	–	–	–
Wellfleet, . .	3	9	1	1	144 20	25 55	77	8–5	1	1	2	67	Taxation,	10	1,000 00
Yarmouth, . .	5	8	3	3	71 85	30 28	84	8–4	–	1	1	33	Part tax,	9	900 00
Totals, . .	54	150	51	41	$65 44	$31 51	1,320–10	8–2	6	10	14	502	–	–	$8,672 00

BERKSHIRE COUNTY — CONTINUED.

Adams, . .	8	23	6	5	$75 87	$38 29	189	8–12	–	1	3	41	Taxation,	9–15	$1,500 00
Alford, . . .	2	4	1	–	30 00	25 00	27	9	–	–	–	–	–	–	–

Becket,	1	10	–	–	29 00	20 00	55–10	6–3	–	–	–	–	–	–	–
Cheshire,	3	12	2	2	47 08	22 67	76–10	8–10	–	–	–	–	–	–	–
Clarksburg,	3	2	–	–	24 05	25 45	25–13	8–11	–	–	–	–	–	–	–
Dalton,	3	13	7	7	36 00	30 66	104–10	9–10	–	–	–	–	–	–	–
Egremont,	2	3	4	4	40 00	33 32	27–15	9–5	–	–	–	–	–	–	–
Florida,	–	10	1	1	–	12 68	36	6	–	–	–	–	–	–	–
Great Barrington,	4	29	3	1	66 50	29 33	187	8–10	–	1	2	81	Taxation,	9–5	1,400 00
Hancock,	–	8	1	–	–	21 00	39–15	5–14	–	–	–	–	–	–	–
Hinsdale,	2	11	–	–	36 50	25 00	83–15	7–10	1	1	2	36	Taxation,	7	290 00
Lanesborough,	3	10	5	4	38 80	24 75	62–10	7–16	–	–	–	–	–	–	–
Lee,	4	17	2	2	65 86	28 41	159–8	8–17	–	2	3	97	Taxation,	10	1,400 00
												34	Taxation,	3–6	130 00
Lenox,	3	12	1	1	56 00	28 00	94	7–17	1	1	1	50	Taxation,	10	800 00
Monterey,	2	8	2	2	30 00	21 00	43	8	–	–	–	–	–	–	–
Mt. Washington,	1	2	–	–	24 00	20 00	15–5	7–13	–	–	–	–	–	–	–
New Ashford,	–	3	–	–	–	21 05	17	8–10	–	–	–	–	–	–	–
New Marlborough,	2	13	–	–	24 50	21 55	107–5	8–5	–	–	–	–	–	–	–
North Adams,	4	46	3	2	99 51	35 52	301–5	8–6	–	1	4	126	Taxation,	9–15	1,666 66
Otis,	–	16	1	–	–	19 15	59	6–5	–	–	–	–	–	–	–
Peru,	2	10	–	–	20 00	18 57	40–10	6–15	–	–	–	–	–	–	–
Pittsfield,	7	75	7	5	79 75	32 44	443–5	9–17	–	1	4	160	Taxation,	10	1,600 00
Richmond,	1	6	–	–	23 00	23 80	47–16	7–19	–	–	–	–	–	–	–
Sandisfield,	5	13	–	–	34 39	15 18	78	6–10	–	–	–	–	–	–	–
Savoy,	3	11	1	1	25 67	19 52	50–10	6–7	1	–	–	–	–	–	–
Sheffield,	7	18	2	2	29 50	23 70	116–5	8–6	–	1	1	59	Taxation,	9	437 00
Stockbridge,	1	12	3	3	137 50	44 29	85–15	8–15	1	1	2	74	Taxation,	9–15	1,200 00
Tyringham,	2	8	2	1	28 60	21 15	43	7–3	–	–	–	–	–	–	–
Washington,	3	8	1	–	21 80	19 20	42	7	–	–	–	–	–	–	–
W. Stockbridge,	5	7	–	–	41 20	29 28	90	9	–	–	–	–	–	–	–
Williamstown,	6	16	5	–	31 20	25 66	123	8–16	–	1	1	30	Taxation,	9	432 00
Windsor,	2	10	1	–	20 00	16 83	42	6	–	–	–	–	–	–	–
Totals,	91	446	61	43	$47 09	$27 45	2,913–2	8–5	4	11	23	788	–	–	$10,855 66

BARNSTABLE COUNTY — CONTINUED.

TOWNS.	Amount raised by taxes for Schools, including wages of teachers, board, fuel, care of fires and school rooms, for the school year 1881-82.	Expense of supervision by school committee.	Salary of Superintendent of Public Schools.	Expense of printing reports, etc.	Expenses of sundries,—books, stationery, etc.	Amount expended for new school-houses.	Amount expended for alterations and permanent improvements.	Amount expended for ordinary repairs.	Amount paid for ALL school purposes from money raised by taxation.	Amount of voluntary Contributions for Public Schools.
Barnstable,	$8,500 00	$365 00	–	$42 00	$104 36	–	$300 00	$1,254 22	$10,565 58	–
Brewster,	2,200 00	100 00	–	14 00	25 00	–	–	100 00	2,439 00	–
Chatham,	3,000 00	237 00	–	28 00	77 00	–	–	330 00	3,672 00	–
Dennis,	5,000 00	125 00	$75 00	19 25	328 69	–	–	398 09	5,871 03	$30 00
Eastham,	800 00	65 00	65 00	12 00	129 08	–	23 00	19 38	1,048 46	–
Falmouth,	4,800 00	202 43	–	30 00	111 53	–	101 33	394 44	5,639 73	–
Harwich,	5,000 00	150 00	–	60 00	200 00	–	700 00	180 00	6,290 00	100 00
Mashpee,	500 00	10 00	–	10 00	–	–	–	86 00	696 00	17 87
Orleans,	2,000 00	105 00	100 00	18 00	–	–	–	104 48	2,227 48	–
Provincetown,	7,000 00	350 00	–	31 00	160 37	$1,000 00	–	142 71	8,684 08	–
Sandwich,	7,700 00	350 00	–	52 00	116 97	–	94 27	509 45	8,822 69	–
Truro,	1,500 00	64 20	–	17 00	11 96	–	105 50	235 82	1,934 48	–
Wellfleet,	4,000 00	135 00	–	24 00	–	–	–	66 75	4,225 75	–
Yarmouth,	3,800 00	92 00	–	35 00	163 53	–	–	80 10	4,170 63	–
Totals,	$55,800 00	$2,350 63	$240 00	$392 25	$1,428 49	$1,000 00	$1,324 10	$3,901 44	$66,286 91	$147 87

BERKSHIRE COUNTY — CONTINUED.

Adams,	$10,148 88	$950 00	$800 00	$35 00	$886 04	–	$745 25	$248 31	$13,013 48	–
Alford,	479 19	26 25	–	13 00	–	–	–	–	518 44	–

Becket, . .	1,240 03	64 00	–	4 00	3 80	–	–	25 72	1,337 55	–
Cheshire, . .	2,500 00	112 50	–	6 00	–	–	124 28	15 23	2,758 01	–
Clarksburg, .	700 00	25 00	–	22 00	80 92	–	–	266 20	1,094 12	–
Dalton, . .	3,500 00	110 00	–	–	200 00	–	–	200 00	4,010 00	–
Egremont, .	900 00	46 00	–	8 00	19 27	–	507 49	–	1,480 76	–
Florida, . .	793 60	30 00	–	9 00	3 00	–	–	7 00	842 60	$25 00
Gt Barrington,	8,500 00	–	–	–	120 00	–	104 95	–	8,724 95	10 00
Hancock, . .	800 00	29 36	–	7 00	–	–	–	–	836 36	–
Hinsdale, . .	2,500 00	45 00	–	12 50	45 14	$3,126 93	74 30	33 68	5,837 55	–
Lanesborough,	1,600 00	60 00	–	6 00	–	–	76 16	13 10	1,755 26	30 00
Lee, . . .	6,950 00	250 75	–	15 00	260 54	–	300 46	352 33	8,129 08	–
Lenox, . .	3,400 00	150 00	–	10 00	100 00	–	100 00	300 00	4,060 00	50 00
Monterey, .	800 00	48 00	–	3 25	–	–	12 00	–	863 25	–
Mt.Washingt'n,	100 00	20 00	–	5 00	19 00	–	–	–	144 00	–
New Ashford,	108 00	13 00	–	5 00	16 00	–	–	34 25	176 25	–
New Marlboro',	2,000 00	93 75	–	–	30 20	517 00	–	49 96	2,690 91	–
North Adams, .	16,000 00	1,841 66	1,666 66	100 00	900 00	–	–	1,200 00	20,041 66	–
Otis, . . .	1,000 00	68 20	–	10 50	41 03	–	–	–	1,119 73	20 00
Peru, . . .	600 00	15 00	–	4 00	–	–	–	3 00	622 00	–
Pittsfield, . .	27,500 00	1,544 75	1,544 75	127 00	2,024 44	–	986 15	1,761 36	33,943 70	–
Richmond, .	1,000 00	84 00	–	16 00	8 00	–	–	50 00	1,148 00	–
Sandisfield, .	1,200 00	41 00	–	6 00	3 00	–	–	–	1,250 00	65 00
Savoy, . .	420 00	45 00	–	10 00	4 00	–	–	85 00	564 00	175 00
Sheffield, . .	3,000 00	107 80	–	10 00	46 52	–	15 00	40 90	3,220 22	–
Stockbridge, .	4,650 00	217 37	–	25 00	113 20	–	–	–	5,005 57	–
Tyringham, .	700 00	24 00	–	6 00	18 02	–	13 67	25 74	787 43	189 00
Washington, .	700 00	25 85	–	6 00	75 62	–	–	2 89	810 36	–
W.Stockbridge,	3,000 00	33 85	–	–	10 24	–	–	–	3,044 09	–
Williamstown,	4,300 00	90 00	–	16 00	18 00	1,150 19	–	377 65	5,951 84	–
Windsor, . .	400 00	23 00	–	6 00	–	–	–	2 50	431 50	–
Totals, . .	$111,489 70	$6,235 09	$4,011 41	$503 25	$5,045 98	$4,794 12	$3,059 71	$5,094 82	$136,212 67	$564 00

BARNSTABLE COUNTY — CONCLUDED.

TOWNS.	Amount of local funds the income of which can be appropriated only for the support of Schools and Academies.	Income of local funds.	Income of surplus revenue and other funds, including the dog tax, used at the option of the town.	ACADEMIES AND PRIVATE SCHOOLS.						Town's share of school fund payable Jan. 25, 1882.	How much of said fund was used for apparatus and books of reference.
				No. of Academies.	Whole No. attending for the year.	Amount of tuition paid.	No. of Private Schools.	Whole No. attending for the year.	Estimated am'nt of tuition.		
Barnstable,	$2,000 00	-	$119 27	-	-	-	-	-	-	$217 73	$54 43
Brewster,	-	-	-	-	-	-	-	-	-	171 46	-
Chatham,	-	-	46 00	-	-	-	1	4	$120 00	242 41	-
Dennis,	-	-	95 07	-	-	-	-	-	-	208 07	-
Eastham,	-	-	45 00	-	-	-	1	4	71 00	214 24	-
Falmouth,	10,000 00	$600 00	156 15	1	36	$426 00	-	-	-	189 26	-
Harwich,	-	-	80 00	-	-	-	3	65	125 00	265 70	50 00
Mashpee,	-	-	46 25	-	-	-	-	-	-	206 51	-
Orleans,	-	-	19 42	-	-	-	-	-	-	220 65	-
Provincetown,	-	-	-	-	-	-	-	-	-	234 21	20 00
Sandwich,	5,000 00	130 00	198 36	-	-	-	-	-	-	217 43	75 00
Truro,	-	-	23 61	-	-	-	-	-	-	218 32	-
Wellfleet,	-	-	-	-	-	-	-	-	-	235 08	-
Yarmouth,	16,000 00	900 00	139 76	-	-	-	1	25	90 00	186 10	-
Totals,	$33,000 00	$1,630 00	$968 89	1	36	$426 00	6	98	$406 00	$3,027 17	$199 43

BERKSHIRE COUNTY — CONCLUDED.

Adams,	-	-	$81 13	-	-	-	-	-	-	$268 28	-
Alford,	-	-	14 27	-	-	-	-	-	-	206 51	-

Becket, . .	$190 49	$5 70	50 82	–	–	–	1	43	$200 00	222 07	–
Cheshire, . .	–	–	53 68	–	–	–	–	–	–	236 51	$10 00
Clarksburg, .	–	–	23 86	–	–	–	–	–	–	216 07	–
Dalton, . .	–	–	–	–	–	–	–	–	–	189 15	–
Egremont, . .	–	–	27 20	–	–	–	–	–	–	225 33	60 00
Florida, . .	–	–	–	–	–	–	–	–	–	211 71	–
Great Barrington,	960 71	57 64	111 92	–	–	–	1	18	1,000 00	239 41	–
Hancock, . .	200 00	12 00	–	–	–	–	–	–	–	209 56	3 00
Hinsdale, . .	500 00	14 82	–	–	–	–	–	–	–	243 22	–
Lanesborough, .	1,975 00	120 07	–	–	–	–	–	–	–	227 97	–
Lee, . . .	1,608 33	89 24	–	–	–	–	–	–	–	227 09	–
Lenox, . .	–	–	–	1	20	$800 00	1	25	500 00	192 32	125 00
Monterey, . .	612 01	36 72	91 33	–	–	–	–	–	–	212 21	–
Mt Washington,	100 00	6 00	–	–	–	–	–	–	–	203 16	–
New Ashford, . .	–	–	10 02	–	–	–	–	–	–	240 17	16 00
New Marlborough,	5,458 67	327 52	62 38	1	149	1,764 00	1	25	150 00	203 46	39 58
North Adams, .	–	–	–	–	–	–	–	–	–	320 50	–
Otis, . . .	–	–	27 91	–	–	–	–	–	–	219 54	–
Peru, . . .	370 50	22 23	12 17	–	–	–	–	–	–	207 43	4 00
Pittsfield, . .	–	–	–	–	–	–	5	200	9,000 00	256 40	256 40
Richmond, . .	–	–	42 11	–	–	–	–	–	–	227 26	–
Sandisfield, . .	1,290 00	77 40	243 16	–	–	–	–	–	–	220 96	–
Savoy, . . .	1,297 00	77 82	28 87	–	–	–	–	–	–	215 56	–
Sheffield, . .	1,600 00	90 00	304 49	–	–	–	1	11	66 00	246 48	–
Stockbridge, .	4,000 00	395 37	–	–	–	–	2	12	300 00	188 24	–
Tyringham, .	–	–	103 17	–	–	–	–	–	–	212 21	–
Washington, .	–	–	23 93	–	–	–	–	–	–	213 03	–
West Stockbridge,	–	–	48 20	–	–	–	–	–	–	244 86	–
Williamstown, .	–	–	–	–	–	–	2	86	4,300 00	218 04	8 00
Windsor, . .	587 95	35 27	23 37	–	–	–	–	–	–	210 27	45 00
Totals, . .	$20,750 66	$1,367 80	$1,383 99	2	169	$2,564 00	14	420	$15,516 00	$7,174 98	$566 98

BRISTOL COUNTY.

TOWNS.	Population — U. S. Census, 1880.	Valuation — 1881.	No. of Public Schools.	No. of persons in town May 1, 1881, between 5 and 15 years of age.	No. of persons in town May 1, 1881, between 8 and 14 years of age.	No. of different pupils of all ages in the Public Schools during the school year.	No. attending within the year under 5 years of age.	No. attending within the year over 15 years of age.	No. attending within the year between 8 and 14 years of age.	Average membership of all the Schools.	Average attendance in all the Public Schools during the school year.	The per cent. of attendance based upon the aver'ge membership.	No. of Teachers required by the Public Schools.
Acushnet, . .	1,105	$587,100	6	207	95	192	4	32	95	165	135	·82	6
Attleborough, .	11,111	4,934,941	42	1,991	1,327	2,082	11	36	1,190	1,534	1,331	·87	48
Berkley, . .	927	391,650	7	163	96	167	13	15	96	118	100	·85	7
Dartmouth, . .	3,430	1,789,600	21	483	308	535	10	43	302	465	388	·84	22
Dighton, . .	1,791	703,317	10	293	197	355	1	43	197	262	225	·86	10
Easton, . . .	3,902	3,245,743	20	832	511	936	8	121	500	791	668	·86	24
Fairhaven, . .	2,875	1,370,073	10	420	306	446	2	44	305	388	396	·88	13
Fall River, . .	49,006	39,650,761	129	10,252	5,899	10,361	–	332	5,470	6,958	6,131	·88	164
Freetown, . .	1,329	606,490	7	203	155	264	2	11	137	193	153	·80	8
Mansfield, . .	2,765	1,079,623	13	465	341	554	8	33	320	447	392	·87	13
New Bedford, .	26,875	27,115,322	76	*4,083	–	4,550	–	245	3,415	3,868	3,620	·93	106
Norton, . . .	1,732	826,275	8	339	157	278	2	17	137	206	172	·85	8
Raynham, . .	1,681	872,091	10	332	198	308	3	7	171	224	196	·87	10
Rehoboth, . .	1,891	777,810	15	311	190	360	5	51	190	278	239	·86	15
Seekonk, . .	1,228	693,305	8	214	134	245	3	15	150	188	163	·87	8
Somerset, . .	2,006	1,026,060	9	392	249	456	5	26	253	332	273	·82	10
Swanzey, . .	1,356	705,300	10	223	150	246	3	12	150	196	167	·85	10
Taunton, . .	2,898	15,547,611	63	3,610	2,081	3,778	–	170	2,391	2,917	2,627	·90	78
Westport, . .	21,213	1,371,475	19	513	298	485	9	49	245	377	322	·82	18
Totals, . .	139,121	$103,294,547	483	25,326	12,692	26,598	89	1,302	15,714	19,907	17,698	·89	578

* By Census of 1880.

DUKES COUNTY.

Chilmark, . .	494	$219,497	4	86	49	82	1	8	58	63	57	·92	4
Cottage City, . .	679	1,272.650	3	99	37	124	6	11	47	94	81	·86	4
Edgartown, . .	1,301	808,851	6	162	88	192	5	28	91	184	162	·88	7
Gay Head, . .	161	14,691	1	27	18	18	–	3	14	18	13	·72	1
Gosnold, . .	154	201,165	1	24	16	21	–	3	17	14	13	·93	1
Tisbury, . . .	1,516	673,944	9	202	151	232	2	36	131	215	169	·78	9
Totals, . .	4,305	$3,190,798	24	600	359	669	14	89	358	588	495	·84	26

BRISTOL COUNTY — CONTINUED.

TOWNS.	Whole No. of different male teachers in school year.	Whole No. of different female teachers in school year.	No. of teachers who have attended Normal Schools.	No. of teachers who have graduated from Normal Schools.	Av'ge wages per month of male teachers in Public Schools.	Av'ge wages per month of female teachers in Public Schools.	Aggregate of months all the Public Schools have been kept during the school year.	Average No. of months the Public Schools have been kept for the entire year.	No. of Schools kept less than six months each.	HIGH SCHOOLS.					
										No. of High Schools.	No. of teachers.	No. of pupils.	How supported.	LENGTH. Months. Days.	Salary of Principal.
Acushnet, . .	4	6	6	4	$37 00	$31 00	52–10	8–15	–	–	–	–	–	–	–
Attleborough, .	5	57	20	20	89 50	39 80	346	8–5	–	2	4	69	Taxation,	9–5	$2,200 00
Berkley, . .	3	11	2	1	30 00	28 00	56	8	–	–	–	–	–	–	–
Dartmouth, .	4	27	3	2	33 84	24 60	189–10	9–1	–	1	1	24	Taxation,	9–10	633 34
Dighton, . .	5	9	10	8	36 00	30 00	80	8	–	–	–	–	–	–	–
Easton, . .	1	30	10	10	150 00	40 59	192	9–12	–	1	2	97	Taxation,	9–12	1,500 00
Fairhaven, . .	1	16	6	4	100 00	28 00	83–1	8–6	–	1	3	97	Taxation,	9	900 00
Fall River, . .	10	165	21	20	135 00	46 01	1,250	9–14	–	1	8	384	Taxation,	10	2,200 00
Freetown, . .	3	9	2	2	35 71	27 25	59–15	8–5	–	–	–	–	–	–	–
Mansfield, . .	5	15	6	5	54 42	32 00	112–15	8–13	–	1	1	42	Taxation,	9–5	700 00
New Bedford, .	7	108	24	24	134 30	51 74	760	10	–	1	10	236	Taxation,	10	1,700 00
Norton, . .	1	10	2	–	34 00	33 25	66	8–5	–	–	–	–	–	–	–
Raynham, . .	–	14	8	7	–	32 93	79–13	8	–	–	–	–	–	–	–
Rehoboth, . .	1	19	1	1	32 00	29 00	105	7	–	–	–	–	–	–	–
Seekonk, . .	–	13	4	2	–	28 31	61–10	7–13	1	–	–	–	–	–	–
Somerset, . .	5	12	6	5	52 05	30 92	72	8	–	–	–	–	–	–	–
Swanzey, . .	4	9	4	–	28 72	28 11	79–10	7–19	–	–	–	–	–	–	–
Taunton, . .	10	18	12	10	106 25	43 13	630	10	–	1	4	149	Taxation,	10	1,700 00
Westport, . .	6	22	1	–	36 92	21 30	153–15	8–11	1	1	1	39	Taxation,	9	475 00
	75	570	148	125	$75 27	$40 09	4,428–19	9–3	2	10	34	1,137	–	–	$12,008 34

DUKES COUNTY — CONTINUED.

Chilmark, . .	1	5	–	–	$25 00	$22 50	24	6	–	–	–	–	–	–	–
Cottage City, .	1	6	1	1	50 00	23 00	23–13	8	–	–	–	–	–	–	–
Edgartown, .	2	5	–	–	50 00	27 60	44	7–7	–	1	2	39	Taxation,	8	$480 00
Gay Head, . .	1	1	–	–	33 50	17 00	6	6	–	–	–	–	–	–	–
Gosnold, . .	–	1	–	–	–	28 00	9	9	–	–	–	–	–	–	–
Tisbury, . .	5	7	–	–	39 60	24 95	61–15	6–17	–	–	–	–	–	–	–
	10	25	1	1	$40 65	$24 33	168–8	7	–	1	2	39	–	8	$480 00

BRISTOL COUNTY — CONTINUED.

TOWNS.	Amount raised by taxes for Schools, including wages of teachers, board, fuel, care of fires and school rooms, for the school year 1881-82.	Expense of supervision by school committee.	Salary of Superintendent of Public Schools.	Expense of printing reports, etc.	Expenses of sundries,—books, stationery, etc.	Amount expended for new school-houses.	Amount expended for alterations and permanent improvements.	Amount expended for ordinary repairs.	Amount paid for ALL school purposes from money raised by taxation.	Amount of voluntary contributions for Public Schools.
Acushnet, .	$1,500 00	$70 00	–	$6 00	$116 00	–	–	$148 00	$1,840 00	$50 00
Attleborough, .	18,500 00	570 60	–	60 00	129 82	$12,332 02	$550 00	775 00	32,917 44	–
Berkley, .	1,400 00	99 00	–	7 00	4 40	–	–	6 90	1,517 30	–
Dartmouth, .	4,500 00	143 50	–	–	151 22	–	–	211 36	5,006 08	–
Dighton, .	2,500 00	88 25	–	11 00	38 98	–	–	112 04	2,750 27	–
Easton, .	8,384 73	173 29	–	50 00	586 15	–	–	244 74	12,766 27	–
Fairhaven, .	4,000 00	276 50	–	12 00	111 15	–	–	500 00	4,899 65	–
Fall River, .	96 277 50	2,400 00	$2,000 00	179 00	10,056 47	22,693 40	–	4,506 00	136,112 37	–
Freetown, .	1,800 00	93 00	–	5 00	–	–	–	54 79	1,952 79	–
Mansfield, .	4,500 00	188 35	–	18 00	141 56	1,200 00	–	34 80	6,082 71	–
New Bedford, .	70,003 60	2,300 00	2,000 00	103 00	4,476 00	3,500 00	–	3,500 00	83,882 60	–
Norton, .	2,000 00	90 00	–	–	–	2,096 95	–	259 12	4,446 07	–
Raynham, .	3,000 00	165 00	150 00	20 00	–	–	–	45 00	3,230 00	–
Rehoboth, .	2,877 78	100 00	–	10 00	1 11	–	–	–	2,988 89	14 00
Seekonk, .	1,700 00	86 00	–	10 00	21 79	–	165 71	50 00	2,033 50	–
Somerset, .	2,500 00	82 75	–	23 00	2 00	–	–	31 71	2,639 46	–
Swanzey, .	2,120 14	81 00	–	16 00	–	–	–	–	2,217 14	–
Taunton, .	40,700 00	2,125 00	1,750 00	115 00	2,607 71	–	1,000 00	1,500 00	48,047 71	–
Westport, .	4,000 00	185 00	–	30 00	20 00	–	–	335 00	4,570 00	–
Totals, .	$272,263 75	$9,317 24	$5,900 00	$675 00	$18,464 36	$41,822 37	$1,715 71	$12,314 46	$359,900 25	$64 00

DUKES COUNTY — CONTINUED.

Chilmark, . .	$450 00	$44 00	–	$1 50	$13 44	–	–	$45 00	$556 94	–
Cottage City, .	1,000 00	50 00	–	18 50	10 84	$895 18	$15 00	11 38	2,000 90	–
Edgartown, .	1,700 00	50 00	–	15 00	180 05	–	–	137 17	2,082 22	–
Gay Head, .	81 00	17 00	–	7 00	150 00	–	–	1 25	107 75	–
Gosnold, . .	150 00	30 00	–	2 50	260 00	–	–	13 75	198 85	–
Tisbury, . .	1,800 00	92 50	–	26 80	199 80	–	–	48 88	2,167 98	–
Totals, . .	$5,181 00	$283 50	–	$74 30	$408 23	$895 18	$15 00	$257 43	$7,114 64	–

BRISTOL COUNTY — CONCLUDED.

TOWNS.	Amount of local funds the income of which can be appropriated only for the support of Schools and Academies.	Income of local funds.	Income of surplus revenue and other funds, including the dog tax, used at the option of the town.	ACADEMIES AND PRIVATE SCHOOLS.						Town's share of school fund payable Jan. 25, 1882.	How much of said fund was used for apparatus and books of reference.
				No. of Academies.	Whole No. attending for the year.	Amount of tuition paid.	No. of Private Schools.	Whole No. attending for the year.	Estimated am'nt of tuition.		
Acushnet,	–	–	$130 75	–	–	–	–	–	–	$220 96	–
Attleborough,	$13,900 00	$834 00	773 43	–	–	–	3	60	$650 00	289 78	$45 37
Berkley,	–	–	–	–	–	–	–	–	–	215 25	24 00
Dartmouth,	2,000 00	90 99	310 90	–	–	–	–	–	–	201 47	–
Dighton,	–	–	133 60	–	–	–	–	–	–	231 02	23 54
Easton,	100,000 00	7,500 00	290 62	–	–	–	–	–	–	182 08	–
Fairhaven,	5,000 00	246 00	202 13	–	–	–	2	33	498 00	195 56	–
Fall River,	–	–	–	–	–	–	6	900	10,000 00	–	–
Freetown,	–	–	102 78	–	–	–	–	–	–	220 24	–
Mansfield,	1,000 00	50 00	319 18	–	–	–	–	–	–	200 65	20 47
New Bedford,	50,000 00	3,000 00	675 24	1	55	$5,400 00	21	283	3,700 00	–	–
Norton,	–	–	–	1	50	2,250 00	1	14	280 00	230 41	–
Raynham,	–	–	188 89	–	–	–	–	–	–	233 15	–
Rehoboth,	–	–	231 72	–	–	–	–	–	–	231 72	–
Seekonk,	–	–	177 00	–	–	–	–	–	–	221 16	380 00
Somerset,	–	–	378 71	–	–	–	–	–	–	189 57	–
Swanzey,	–	–	–	–	–	–	–	–	–	222 38	24 40
Taunton,	8,000 00	800 00	–	1	72	2,600 00	1	44	400 00	–	–
Westport,	–	–	242 09	–	–	–	–	–	–	204 41	9 00
Totals,	$179,900 00	$12,520 99	$4,157 04	3	177	$10,250 00	34	1,334	$15,528 00	$3,489 81	$150 58

DUKES COUNTY — CONCLUDED.

Chilmark, . .	–	–	$20 50	–	–	–	–	–	–	$207 62	$9 25
Cottage City, .	–	–	–	–	–	–	–	–	–	159 97	38 36
Edgartown, . .	–	–	39 72	–	–	–	–	–	–	217 49	9 00
Gay Head, . .	–	–	–	–	–	–	–	–	–	203 56	–
Gosnold, . .	–	–	19 22	–	–	–	–	–	–	202 34	–
Tisbury, . .	–	–	–	1	45	$225 00	–	–	–	220 24	–
Totals, . .	–	–	$79 44	1	45	$225 00	–	–	–	$1,211 22	$56 61

ESSEX COUNTY.

TOWNS.	Population — U. S. Census, 1880.	Valuation — 1881.	No. of Public Schools.	No. of persons in town May 1, 1881, between 5 and 15 years of age.	No. of persons in town May 1, 1881, between 8 and 14 years of age.	No. of different pupils of all ages in the Public Schools during the school year.	No. attending within the year under 5 years of age.	No. attending within the year over 15 years of age.	No. attending within the year between 8 and 14 years of age.	Average membership of all the Schools.	Average attendance in all the Public Schools during the school year.	The per cent. of attendance based upon the average membership.	No. of teachers required by the Public Schools.
Amesbury, . .	3,355	$1,231,371	19	495	426	661	5	51	426	602	525	·87	20
Andover, . .	5,171	3,239,906	21	889	575	930	15	98	551	731	677	·92	25
Beverly, . .	8,445	8,613,650	31	1,454	814	1,421	1	84	773	1,401	1,114	·79	34
Boxford, . .	824	589,675	5	112	80	111	3	6	67	96	78	·81	5
Bradford, . .	2,643	1,179,375	9	441	242	465	–	44	244	380	341	·90	11
Danvers, . .	6,636	3,564,485	20	1,120	651	1,224	15	81	669	1,051	906	·86	29
Essex, . . .	1,670	842,505	9	295	179	251	3	24	179	251	230	·91	9
Georgetown, . .	2,231	1,086,967	11	393	281	460	5	37	281	388	327	·84	11
Gloucester, . .	19,329	8,977,559	75	3,974	2,602	3,984	6	286	2,371	3,393	3,159	·93	90
Groveland, . .	2,227	865,007	9	425	255	438	8	16	283	339	289	·85	10
Hamilton, . .	935	611,985	4	119	59	124	6	13	58	92	80	·83	4
Haverhill, . .	18,475	10,787,088	67	3,528	2,350	3,420	3	217	2,010	2,952	2,406	·82	83
Ipswich, . .	3,699	1,899,530	16	554	355	635	1	80	340	627	496	·79	19
Lawrence, . .	39,178	25,349,410	98	7,143	4,700	6,451	36	237	4,100	4,642	4,349	·94	113
Lynn, . . .	38,284	24,992,084	112	6,397	4,158	6,472	–	413	3,967	5,508	4,826	·88	118
Lynnfield, . .	686	559,130	3	119	85	132	1	4	83	96	76	·79	3
Manchester, . .	1,640	3,398,375	7	214	134	262	–	19	148	217	196	·90	7
Marblehead, . .	7,467	3,660,600	19	1,343	797	1,414	–	67	795	1,261	1,119	·89	27
Merrimac, . .	2,237	1,099,746	12	397	266	426	2	39	239	380	333	·87	13
Methuen, . .	4,392	2,552,062	18	673	401	820	2	68	483	605	539	·87	19
Middleton, . .	1,000	518,931	5	148	93	178	4	16	79	140	119	·85	5
Nahant, . . .	808	4,694,277	4	116	81	130	–	17	67	110	101	·92	5
Newbury, . .	1,566	829,845	7	292	202	258	7	8	164	225	174	·77	7

Newburyport, .	13,537	7,535,456	38	2,552	1,427	2,205	–	69	1,186	1,749	1,497	·85	48
North Andover, .	3,217	2,221,065	16	625	355	683	6	58	355	556	483	·87	17
Peabody, . .	9,028	6,813,800	22	1,673	1,075	1,645	2	94	1,058	1,507	1,297	·86	37
Rockport, . .	3,912	1,980,847	12	750	419	820	–	74	412	668	585	·88	18
Rowley, . . .	1,201	505,218	7	190	98	183	–	1	81	166	145	·87	7
Salem, . . .	27,598	23,767,679	83	4,900	3,055	3,464	–	326	2,485	3,369	2,884	·86	94
Salisbury, . .	4,079	1,829,835	19	747	435	810	–	70	445	668	579	·87	20
Saugus, . . .	2,626	1,428,962	13	502	400	535	2	31	382	463	409	·88	14
Swampscott . .	2,501	2,928,239	10	388	270	396	1	23	245	384	350	·91	11
Topsfield, . .	1,165	718,741	5	172	89	169	–	13	98	129	111	·86	5
Wenham, . .	889	538,825	5	142	97	148	1	5	97	129	113	·88	5
West Newbury, .	1,989	1,001,093	11	336	214	363	2	33	209	297	259	·87	11
Totals, . .	244,640	$162,413,423	822	43,618	27,720	42,088	137	2,722	25,430	35,572	31,172	·88	954

ESSEX COUNTY — CONTINUED.

TOWNS.	Whole No. of different male teachers in school year.	Whole No. of different female teachers in school year.	No. of teachers who have attended Normal Schools.	No. of teachers who have graduated from Normal Schools.	Av'ge wages per month of male teachers in Public Schools.	Av'ge wages per month of female teachers in Public Schools.	Aggregate of months all the Public Schools have been kept during the school year.	Average No. of months the Public Schools have been kept for the entire year.	No. of Schools kept less than six months each.	HIGH SCHOOLS.				LENGTH.	
										No. of High Schools.	No. of teachers.	No. of pupils.	How supported.	Months. Days.	Salary of Principal.
Amesbury, . .	2	23	4	4	$82 00	$27 00	155	8–3	–	1	2	47	Taxation,	9–5	$900 00
Andover, . .	1	29	8	4	205 12	39 32	186–15	8–17	–	1	3	93	Not by tax,	9–13	2,000 00
Beverly, . .	2	32	7	7	92 50	37 28	307	9–6	–	1	4	131	Taxation,	10	1,350 00
Boxford, . .	1	10	–	–	40 00	31 20	40	8	–	–	–	–	–	–	–
Bradford, . .	1	13	2	1	144 38	38 93	82–13	9–3	–	1	2	53	Taxation,	9–7	1,350 00
Danvers, . .	5	30	14	9	110 50	33 38	194–10	9–10	–	1	2	89	Taxation,	10	1,200 00
Essex, . .	3	7	5	4	59 62	25 72	76–10	8–10	–	–	–	–	–	–	–
Georgetown, .	1	10	2	1	105 50	37 02	89	8–18	–	1	2	74	Taxation,	9	950 00
Gloucester, .	4	96	38	36	146 67	35 00	645–3	9–17	–	1	5	205	Taxation,	9–13	1,800 00
Groveland, .	3	8	–	–	57 00	32 00	84	9	–	1	1	43	Taxation,	10	750 00
Hamilton, . .	–	5	3	–	–	29 75	32	8	–	–	–	–	–	–	–
Haverhill, . .	5	78	5	3	141 30	52 91	601	9–4	–	1	6	161	Taxation,	9–6	1,800 00
Ipswich, . .	2	19	2	1	125 00	28 00	155	9	1	1	2	75	Taxation,	10	1,500 00
Lawrence, . .	7	125	19	18	155 00	50 00	980	10	–	1	8	246	Taxation,	10	2,400 00
Lynn, . .	9	109	60	41	121 00	53 00	1,121	10	–	1	9	336	Taxation,	10–1	1,700 00
Lynnfield, . .	–	3	1	1	–	29 33	27	9	–	–	–	–	–	–	–
Manchester, .	1	8	3	3	78 95	31 75	65–18	9–8	–	1	1	36	Taxation,	9–10	750 00
Marblehead, .	2	25	6	2	107 60	40 49	194–15	10–5	–	1	2	113	Taxation,	10–5	1,004 50
Merrimac, . .	3	13	3	3	62 00	33 10	94–2	7–17	–	1	2	62	Taxation,	9–10	950 00
Methuen, . .	4	22	1	–	56 64	36 77	159	8–16	–	1	2	36	Taxation,	9	1,100 00
Middleton, .	1	5	3	2	33 33	34 87	44–15	8–19	–	–	–	–	–	–	–
Nahant, . .	1	5	2	2	120 00	50 00	40	10	–	1	2	24	Taxation,	10	1,200 00
Newbury, . .	–	10	3	2	–	27 50	63	9	–	–	–	–	–	–	–

Newburyport, .	6	42	5	5	110 00	33 70	372	10	–	1	5	135	Taxation,	10	1,700 00
North Andover, .	3	16	5	3	100 00	39 00	149	9–6	–	1	2	63	Taxation,	10	1,060 00
Peabody, . .	4	37	15	12	117 50	42 00	220	10	–	1	3	72	Taxation,	10	1,400 00
Rockport, . .	2	16	6	5	57 77	31 38	91–15	7–13	1	1	2	47	Taxation,	9	500 00
Rowley, . .	1	7	–	–	48 00	24 00	58	8–10	–	–	–	–	–	–	–
Salem, . .	6	88	56	51	186 67	52 73	863–1	10–2	–	1	7	173	Taxation,	10	2,500 00
Salisbury, . .	4	19	2	–	76 67	29 38	156	8–4	–	1	2	60	Taxation,	9	900 00
Saugus, . .	2	14	7	6	80 00	34 00	111–12	8–7	–	1	2	58	Taxation,	10–17	800 00
Swampscott, .	2	13	–	–	110 00	41 75	100	10	–	1	2	37	Taxation,	10	1,200 00
Topsfield, . .	–	6	3	1	–	32 50	43	8–18	–	–	–	–	–	–	–
Wenham, . .	–	7	4	3	–	32 44	45	9	–	–	–	–	–	–	–
West Newbury, .	5	10	–	–	51 25	28 44	88	8	–	1	1	42	Taxation,	8	500 00
Totals, . .	93	960	294	230	$106 34	$41 93	7,735–9	9–8	2	26	81	2,511	–	–	$33,264 50

ESSEX COUNTY — CONTINUED.

TOWNS.	Amount raised by taxes for Schools, including wages of teachers, board, fuel, care of fires and school-rooms, for the school year 1881-82.	Expense of supervision by school committee.	Salary of Superintendent of Public Schools.	Expense of printing reports, etc.	Expense of sundries,—books, stationery, etc.	Amount expended for new school-houses.	Amount expended for alterations and permanent improvements.	Amount expended for ordinary repairs.	Amount paid for ALL school purposes from money raised by taxation.	Amount of voluntary contributions for Public Schools.
Amesbury,	$5,900 00	$150 00	–	$35 00	$329 00	–	–	$433 00	$6,847 00	–
Andover,	9,500 00	450 00	–	50 00	106 27	–	$300 00	312 07	10,718 34	$96 00
Beverly,	16,765 13	60 00	–	55 00	1,109 98	–	414 88	919 57	19,324 56	–
Boxford,	1,200 00	100 00	–	14 00	224 02	–	491 30	9 72	2,039 04	–
Bradford,	4,850 00	150 00	–	20 00	174 07	–	48 38	384 51	5,626 96	–
Danvers,	12,100 00	500 00	–	52 00	635 00	–	150 00	800 00	14,235 00	–
Essex,	2,700 00	180 00	–	26 50	56 09	–	–	99 34	3,061 93	–
Georgetown,	4,500 00	152 25	–	51 50	40 74	–	–	234 18	4,978 67	–
Gloucester,	39,596 55	2,000 00	$2,000 00	282 40	1,424 98	$9,546 93	–	3,424 98	56,275 84	–
Groveland,	3,500 00	105 00	–	15 00	40 00	–	–	33 15	3,696 15	–
Hamilton,	800 00	45 00	–	9 25	4 00	–	–	10 00	868 25	–
Haverhill,	46,000 00	1,108 00	–	–	–	12,000 00	–	4,385 32	62,385 32	–
Ipswich,	6,400 00	225 00	–	30 00	–	944 70	75 00	300 00	7,974 70	–
Lawrence,	71,901 38	2,000 00	2,000 00	280 00	3,169 98	15,000 00	5,000 00	3,000 00	100,351 36	–
Lynn,	76,393 43	2,132 00	2,132 00	316 38	4,780 75	23,260 05	1,981 07	4,061 58	112,925 26	–
Lynnfield,	500 00	60 00	–	27 00	31 24	–	60 00	15 85	694 09	–
Manchester,	2,800 00	190 00	–	25 00	71 92	–	–	–	3,086 92	–
Marblehead,	14,811 34	25 00	–	48 09	1,572 93	9,567 50	900 00	670 69	27,595 55	–
Merrimac,	4,850 00	150 00	–	–	92 81	–	175 00	65 00	5,332 81	–
Methuen,	8,200 00	304 41	–	50 00	444 29	–	572 67	566 75	10,138 12	–
Middleton,	1,500 00	83 00	–	13 00	71 04	–	–	28 00	1,695 04	–
Nahant,	4,122 12	275 00	–	88 25	362 58	–	–	113 33	4,961 28	–
Newbury,	1,950 00	60 00	–	15 00	10 57	–	–	10 00	2,045 57	–

Newburyport, .	24,000 00	200 00	–	133 00	150 00	–	–	1,500 00	25,983 00	–
North Andover,	8,500 00	275 00	–	53 00	213 22	2,522 35	139 50	804 50	12,507 57	–
Peabody, . .	21,874 51	270 00	–	85 00	601 09	–	–	1,022 29	23,852 89	–
Rockport, .	4,925 00	400 00	–	26 00	205 56	–	–	434 04	5,990 60	–
Rowley, . .	1,700 00	75 00	–	12 00	33 00	600 00	–	10 00	2,430 00	–
Salem, . .	66,288 04	1,240 00	1,000 00	207 95	4,210 08	–	1,953 02	7,884 80	81,783 89	–
Salisbury, .	7,000 00	220 33	–	63 00	100 00	1,600 00	274 85	546 45	9,803 70	–
Saugus, . .	6,032 85	150 00	–	40 00	79 45	–	300 00	182 23	6,784 53	–
Swampscott, .	6,500 00	160 00	–	15 00	115 00	–	200 00	150 00	7,149 00	–
Topsfield, .	1,400 00	75 00	–	10 44	43 64	–	112 84	13 55	1,655 47	–
Wenham, .	1,400 00	80 00	–	12 54	30 00	–	–	–	1,522 54	–
West Newbury,	2,945 59	155 50	–	30 00	40 00	–	1,150 00	288 05	4,609 14	–
Totals, . .	$193,405 94	$13,805 49	$7,132 00	$2,191 30	$20,573 30	$75,041 53	$14,298 51	$32,712 95	$650,930 09	$96 00

ESSEX COUNTY — CONCLUDED.

TOWNS.	Amount of local funds the income of which can be appropriated only for the support of Schools and Academies.	Income of local funds.	Income of surplus revenue and other funds, including the dog tax, used at the option of the town.	ACADEMIES AND PRIVATE SCHOOLS.						Town's share of school fund payable Jan. 25, 1882.	How much of said fund was used for apparatus and books of reference.
				No. of Academies.	Whole No. attending for the year.	Amount of tuition paid.	No. of Private Schools.	Whole No. attending for the year.	Estimated am'nt of tuition.		
Amesbury, . .	–	–	$163 57	–	–	–	1	17	$204 00	$205 43	$50 00
Andover, . .	$290,000 00	$15,000 00	–	2	457	$18,447 73	3	38	725 00	189 91	–
Beverly, . .	3,000 00	180 00	471 63	–	–	–	2	52	510 00	146 55	–
Boxford, . .	2,437 93	131 31	50 94	–	–	–	–	–	–	213 73	8 65
Bradford, . .	–	–	–	1	153	7,225 00	1	17	300 00	193 33	–
Danvers, . .	–	–	–	–	–	–	1	30	750 00	205 87	–
Essex, . . .	–	–	–	–	–	–	–	–	–	229 39	–
Georgetown, . .	–	–	195 50	–	–	–	–	–	–	191 40	–
Gloucester, . .	–	–	–	–	–	–	2	70	1,250 00	407 63	–
Groveland, . .	–	–	–	–	–	–	–	–	–	243 94	–
Hamilton, . .	–	–	69 07	–	–	–	–	–	–	211 70	–
Haverhill, . .	6,020 00	430 00	538 00	–	–	–	2	60	2,400 00	–	–
Ipswich, . .	36,000 00	2,667 75	183 75	–	–	–	–	–	–	206 04	–
Lawrence, . .	–	–	–	–	–	–	3	1,200	* –	–	–
Lynn, . . .	–	–	–	–	–	–	7	† 515	14,125 00	–	–
Lynnfield, . .	–	–	59 98	–	–	–	–	–	–	210 99	18 75
Manchester, . .	–	–	–	–	–	–	–	–	–	126 34	35 00
Marblehead, . .	10,000 00	–	–	–	–	–	2	50	500 00	243 10	162 00
Merrimac, . .	–	–	127 07	–	–	–	–	–	–	189 05	–
Methuen, . .	–	–	–	–	–	–	1	5	100 00	217 84	–
Middleton, . .	–	–	–	–	–	–	–	–	–	216 17	–
Nahant, . .	–	–	–	–	–	–	–	–	–	111 29	–
Newbury, . .	20,000 00	1,200 00	88 00	1	30	200 00	–	–	–	228 37	–

Newburyport, .	65,000 00	3,900 00	–	1	100	–	4	110	3,500 00	252 83	–
North Andover, .	–	–	–	–	–	–	–	–	–	209 80	50 00
Peabody, . .	8,000 00	560 00	474 36	–	–	–	2	40	800 00	174 32	–
Rockport, . .	–	–	–	–	–	–	2	18	220 00	230 55	–
Rowley, . .	–	–	–	–	–	–	–	–	–	217 60	–
Salem, . . .	5,425 00	325 00	1,390 71	–	–	–	15	1,220	10,000 00	–	–
Salisbury, . .	–	–	157 57	–	–	–	3	60	30 00	218 85	–
Saugus, . . .	–	–	–	–	–	–	–	–	–	199 23	50 00
Swampscott, . .	–	–	–	–	–	–	–	–	–	184 78	15 00
Topsfield, . .	–	–	118 86	–	–	–	–	–	–	217 49	–
Wenham, . .	–	–	57 26	–	–	–	–	–	–	215 76	–
West Newbury, .	–	–	113 41	–	–	–	–	–	–	184 68	6 00
Totals, . .	$445,882 93	$24,394 06	$4,259 68	5	740	$25,872 73	51	3,502	$35,414 00	$6,493 96	$395 40

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* Catholic schools.

† 450 are in Catholic schools.

FRANKLIN COUNTY.

TOWNS.	Population — U. S. Census, 1880.	Valuation — 1881.	No. of Public Schools.	No. of persons in town May 1, 1881, between 5 and 15 years of age.	No. of persons in town May 1, 1881, between 8 and 14 years of age.	No. of different pupils of all ages in the Public Schools during the school year.	No. attending within the year under 5 years of age.	No. attending within the year over 15 years of age.	No. attending within the year between 8 and 14 years of age.	Average membership of all the Schools.	Average attendance in all the Public Schools during the school year.	The per cent. of attendance based upon the average membership.	No. of teachers required by the Public Schools.
Ashfield,	1,062	$439,277	13	200	111	225	4	22	125	172	154	·89	13
Bernardston,	934	377,112	6	152	120	232	4	49	120	120	106	·88	6
Buckland,	1,739	493,830	10	345	229	349	9	5	229	264	242	·91	10
Charlemont,	932	308,840	8	148	136	171	4	25	120	118	102	·86	8
Colrain,	1,777	582,597	14	315	187	387	13	38	182	283	259	·91	14
Conway,	1,760	728,407	12	284	181	343	18	45	185	245	219	·89	12
Deerfield,	3,543	1,233,132	21	624	425	622	5	34	412	471	426	·90	21
Erving,	872	289,300	5	144	101	174	5	8	101	136	125	·90	5
Gill,	733	423,133	6	123	84	132	2	15	84	104	95	·91	6
Greenfield,	3,903	2,744,372	18	728	431	858	11	84	402	674	621	·92	24
Hawley,	592	150,754	8	124	109	148	1	12	89	118	97	·82	8
Heath,	560	175,636	8	95	59	133	3	22	60	108	98	·90	8
Leverett,	742	267,915	6	114	77	137	5	13	77	108	101	·93	6
Leyden,	507	196,855	5	117	75	128	1	15	74	99	90	·91	5
Monroe,	166	39,469	2	43	27	53	1	3	27	46	34	·75	2
Montague,	4,876	2,478,575	22	1,170	720	1,067	6	32	654	813	711	·87	23
New Salem,	869	320,260	7	131	87	148	9	10	87	111	101	·90	7
Northfield,	1,603	632,677	9	258	192	313	8	9	146	216	185	·85	9
Orange,	3,171	1,492,107	19	540	333	596	11	52	327	490	462	·94	20
Rowe,	502	167,179	8	92	62	124	4	25	62	158	79	·50	8
Shelburne,	1,621	800,981	10	254	153	298	–	27	197	236	206	·87	10
Shutesbury,	529	161,013	7	93	59	114	4	15	59	95	88	·92	7
Sunderland,	755	404,169	5	143	84	170	3	21	84	127	113	·89	5

Warwick, . .	713	257,845	9	117	67	139	4	12	79	114	108	·95	9
Wendell, . .	465	171,241	6	72	53	78	2	4	49	67	62	·91	6
Whately, . .	1,074	471,833	6	204	126	196	4	9	126	209	183	·87	6
Totals, . .	36,000	$15,808,509	250	6,630	4,288	7,335	141	606	4,157	5,702	5,067	·89	258

HAMPDEN COUNTY.

Agawam, . .	2,216	$1,212,714	9	466	299	442	5	40	261	340	305	·85	10
Blandford, . .	979	335,286	13	212	111	215	1	28	117	210	186	·88	13
Brimfield, . .	1,203	476,403	9	206	130	213	9	8	126	159	136	·84	9
Chester, . . .	1,473	494,094	11	292	192	336	9	30	187	239	204	·85	11
Chicopee, . .	11,325	5,138,560	27	2,081	1,345	1,463	13	89	868	903	824	·91	31
Granville, . .	1,205	351,216	12	241	151	273	9	32	151	207	174	·84	12
Hampden, . .	958	387,168	6	173	98	199	5	16	124	157	139	·88	6
Holland, . .	302	118,548	4	57	38	59	2	3	37	44	39	·88	7
Holyoke, . .	21,851	11,977,410	50	4,640	2,711	3,462	3	145	1,596	2,040	1,800	·88	59
Longmeadow, .	1,401	910,150	10	229	144	292	6	33	169	218	193	·88	10
Ludlow, . . .	1,526	734,657	11	332	225	404	8	20	238	254	223	·87	12
Monson, . .	3,758	1,338,284	17	602	400	615	14	50	421	431	380	·88	17
Montgomery, .	303	134,604	5	59	38	63	4	–	38	53	46	·87	5
Palmer, . . .	5,504	2,257,517	25	1,097	771	1,177	18	105	735	835	750	.89	26
Russell, . . .	823	438,344	5	140	83	134	6	1	80	125	111	·88	5
Southwick, . .	1,104	599,745	10	219	139	259	7	30	136	177	153	·86	10
Springfield, . .	33,340	32,746,016	96	6,285	3,514	5,981	22	436	3,203	4,667	4,323	·92	119
Tolland, . .	452	181,575	6	70	34	63	1	10	34	47	44	·93	6
Wales, . . .	1,030	401,720	6	213	110	196	–	9	106	135	110	·82	6
Westfield, . .	7,587	5,936,098	31	1,389	901	1,591	12	171	996	1,252	1,123	·89	41
West Springfield, .	4,149	2,888,112	21	763	684	943	9	63	542	848	688	·81	22
Wilbraham, . .	1,628	700,002	9	257	172	288	3	3	189	217	192	·88	9
Totals, . .	104,117	$69,758,223	393	20,023	12,290	18,668	166	1,322	10,354	13,558	12,143	·89	446

FRANKLIN COUNTY — CONTINUED.

TOWNS.	Whole No. of different male teachers in school year.	Whole No. of different female teachers in school year.	No. of teachers who have attended Normal Schools.	No. of teachers who have graduated from Normal Schools.	Av'ge wages per month of male teachers in Public Schools.	Av'ge wages per month of female teachers in Public Schools.	Aggregate of months all the Public Schools have been kept during the school year.	Average No. of months the Public Schools have been kept for the entire year.	No. of Schools kept less than six months each.	HIGH SCHOOLS.					
										No. of High Schools.	No. of teachers.	No. of pupils.	How supported.	LENGTH. Months. Days.	Salary of Principal.
Ashfield, . .	4	19	–	–	$22 12	$20 53	84–10	6–10	1	–	–	–	–	–	–
Bernardston, .	–	7	–	–	–	29 20	51	8–10	–	1	2	59	Part tax,	9–15	$1,000 00
Buckland, . .	3	15	–	–	26 33	23 56	77–15	7–9	–	–	–	–	–	–	–
Charlemont, .	2	10	–	–	27 00	22 86	48	6	–	–	–	–	–	–	–
Colrain, . .	7	18	–	–	27 90	22 17	86–10	6–4	–	–	–	–	–	–	–
Conway, . .	1	16	2	2	50 00	24 60	87–2	7–5	–	1	1	45	Taxation,	7–10	327 50
Deerfield, . .	2	28	6	3	40 00	29 50	161	8–1	–	1	1	40	Taxation,	9	396 00
Erving, . .	1	7	1	1	38 00	30 00	40	8	–	–	–	–	–	–	–
Gill, . . .	–	10	1	1	–	25 00	39–15	6–12	–	–	–	–	–	–	–
Greenfield, . .	2	30	5	2	100 00	34 91	154–15	7–4	–	1	5	90	Taxation,	9	1,500 00
Hawley, . .	2	12	1	–	21 00	17 08	48	6	–	–	–	–	–	–	–
Heath, . .	–	11	–	–	–	19 37	48	6	–	–	–	–	–	–	–
Leverett, . .	–	9	–	–	–	21 58	45	7–10	–	–	–	–	–	–	–
Leyden, . .	3	9	–	–	28 00	22 00	33–10	6–14	–	–	–	–	–	–	–
Monroe, . .	1	3	–	–	26 00	18 00	12	6	–	–	–	–	–	–	–
Montague, . .	1	28	10	10	66 67	34 50	196–10	8–12	–	1	1	38	Taxation,	9	450 00
New Salem, .	1	11	1	1	26 00	22 00	52	7	–	–	–	–	–	–	–
Northfield, . .	2	17	3	3	36 00	26 53	69	7–13	–	–	–	–	–	–	–
Orange, . .	2	29	2	1	74 00	26 04	133	7	–	1	2	56	Taxation,	9–10	1,000 00
Rowe, . . .	1	11	–	–	21 66	16 00	48	6	–	–	–	–	–	–	–
Shelburne, . .	2	14	5	5	29 00	28 00	77–15	7–16	–	–	–	–	–	–	–
Shutesbury, . .	1	8	–	–	20 00	18 31	42	6	–	–	–	–	–	–	–
Sunderland, .	–	6	–	–	–	28 33	40	8	–	–	–	–	–	–	–

Warwick, . .	2	11	–	–	26 00	20 13	54	6	–	–	–	–	–	–	–
Wendell, . .	–	9	–	–	–	19 41	36	6	–	–	–	–	–	–	–
Whately, . .	–	11	–	–	–	22 00	51–17	8–15	–	–	–	–	–	–	–
Totals, . .	40	359	37	29	$35 03	$25 26	1,816–19	7–5	1	6	12	328	–	–	$4,673 50

HAMPDEN COUNTY — CONTINUED.

Agawam, . .	1	14	3	3	$60 00	$36 25	74	8–10	–	–	–	–	–	–	–
Blandford, . .	4	22	2	2	24 00	30 00	84	7	–	–	–	–	–	–	–
Brimfield, . .	–	15	3	3	–	25 11	53–10	6–10	–	1	4	133	Endowm't.	10	$1,200 00
Chester, . .	2	18	–	–	29 60	20 29	80–15	7–6	–	–	–	–	–	–	–
Chicopee, . .	3	35	11	7	138 00	41 03	258–15	9–12	–	2	5	91	Taxation,	9–15	2,940 00
Granville, . .	3	19	4	4	29 33	23 42	84–5	6–18	3	–	–	–	–	–	–
Hampden . .	3	6	–	–	30 25	28 92	45–15	7–12	–	–	–	–	–	–	–
Holland, . .	1	6	–	–	22 00	18 00	21	6	–	–	–	–	–	–	–
Holyoke, . .	7	56	12	7	105 00	40 80	486–8	9–15	–	1	4	105	Taxation,	10	1,800 00
Longmeadow, .	1	11	4	2	49 00	31 53	84–10	9	–	–	–	–	–	–	–
Ludlow, . .	2	16	1	–	33 00	25 00	90–10	8–4	–	–	–	–	–	–	–
Monson, . .	4	16	1	–	33 00	29 25	133–19	7–17	–	* 1	–	–	–	–	–
Montgomery, .	–	8	1	–	–	20 00	30	6	–	–	–	–	–	–	–
Palmer, . .	6	29	6	2	60 42	32 00	220	8–8	–	1	1	36	Taxation,	10 00	1,000 00
Russell, . .	1	8	–	–	24 00	24 06	32–10	6–10	–	–	–	–	–	–	–
Southwick, . .	3	11	–	–	38 52	44 41	88–10	8–10	–	–	–	–	–	–	–
Springfield, .	10	112	33	24	158 50	51 76	960	10	–	1	10	372	Taxation,	10 00	2,600 00
Tolland, . .	2	8	–	–	24 00	20 25	31–5	5–4	2	–	–	–	–	–	–
Wales, . . .	1	10	–	–	20 00	22 00	41–7	6–18	–	–	–	–	–	–	–
Westfield, . .	6	48	33	30	98 00	46 00	280	9	–	1	5	140	Taxation,	10 00	1,600 00
West Springfield,	1	21	12	11	100 00	30 90	184	8–15	–	1	2	61	Taxation,	10 00	1,200 00
Wilbraham, .	1	13	1	1	32 00	28 13	69–10	7–15	–	–	–	–	–	–	–
Totals, . .	62	502	127	96	$75 59	$37 34	3434–9	8–15	5	9	31	938	–	–	$12,340 00

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* High School and Academy are united.

FRANKLIN COUNTY — CONTINUED.

TOWNS.	Amount raised by taxes for Schools, including wages of teachers, board, fuel, care of fires and school rooms, for the school year 1881-82.	Expense of supervision by school committee.	Salary of Superintendent of Public Schools.	Expense of printing reports, etc.	Expense of sundries,—books, stationery, etc.	Amount expended for new school-houses.	Amount expended for alterations and permanent improvements.	Amount expended for ordinary repairs.	Amount paid for ALL school purposes from money raised by taxation.	Amount of voluntary contributions for Public Schools.
Ashfield, . .	$1,600 00	$100 00	–	$15 00	$2 00	$900 00	–	$10 00	$2,627 00	–
Bernardston, .	750 00	59 00	–	6 00	20 70	–	–	3 00	838 70	–
Buckland, .	1,600 00	133 50	–	24 00	67 74	–	–	72 59	1,897 83	–
Charlemont, .	1,100 00	60 00	–	8 85	8 23	–	–	4 50	1,181 58	–
Colrain, . .	2,000 00	93 00	–	15 00	23 00	–	–	29 53	2,160 53	$85 00
Conway, . .	2,300 00	130 00	–	10 00	53 62	–	$408 54	25 18	2,927 34	–
Deerfield, .	5,000 00	250 00	–	18 00	130 00	–	–	175 00	5,573 00	–
Erving, . .	1,250 00	49 30	–	8 00	6 72	–	202 53	99 00	1,615 55	–
Gill, . . .	800 00	30 00	–	4 00	–	–	–	–	834 00	50 00
Greenfield, .	10,000 00	373 00	–	15 50	175 00	–	–	644 55	11,208 05	–
Hawley, . .	1,000 00	36 63	–	10 00	85 64	249 00	–	–	1,381 27	–
Heath, . .	700 00	50 00	–	6 00	5 00	–	–	–	761 00	–
Leverett, . .	800 00	43 75	–	5 00	10 00	–	–	–	858 75	–
Leyden, . .	600 00	46 00	–	8 00	4 75	–	–	110 00	768 75	10 00
Monroe, . .	200 00	13 80	–	5 00	1 25	–	–	2 00	221 05	–
Montague, .	9,000 00	300 00	–	20 00	–	6,500 00	–	–	15,820 00	–
New Salem, .	1,100 00	37 00	–	6 80	–	–	–	–	1,143 80	–
Northfield, .	2,000 00	94 25	–	9 00	32 00	1,250 00	–	91 00	3,476 25	–
Orange, . .	5,000 00	271 00	–	35 00	19 00	–	350 00	30 00	5,705 00	–
Rowe, . .	600 00	30 00	–	6 15	10 50	–	–	16 00	662 65	–
Shelburne, .	3,000 00	166 00	–	18 00	501 84	–	–	95 75	3,781 59	–
Shutesbury, .	700 00	36 50	–	3 00	7 77	–	–	5 25	752 52	–
Sunderland, .	1,200 00	50 00	–	6 00	29 63	–	–	24 60	1,310 23	–

Warwick, . .	925 00	65 00	–	14 50	2 00	–	–	–	1,175 74	–
Wendell, . .	725 50	54 60	–	7 00	–	–	–	48 55	835 65	–
Whately, . .	1,200 00	60 00	–	–	42 75	–	–	44 38	1,347 13	–
Totals, . .	$55,150 50	$2,632 33	–	$283 80	$1,239 14	$8,899 00	$961 07	$1,530 88	$70,864 96	$145 00

HAMPDEN COUNTY — CONTINUED.

Agawam, . .	$3,000 00	$134 00	–	$10 00	$30 48	–	–	$5 50	$179 98	–
Blandford, .	1,200 00	45 00	–	12 00	–	–	–	150 00	1,407 00	$260 00
Brimfield, .	1,400 00	78 50	–	16 50	–	–	–	67 39	1,562 39	–
Chester, . .	1,400 00	122 19	–	24 75	21 18	$524 15	$120 11	6 85	2,219 23	–
Chicopee, .	17,675 97	1,600 00	$1,600 00	43 06	1,388 63	–	5,318 56	882 87	26,909 09	–
Granville, .	1,800 00	63 38	–	12 00	–	–	–	–	1,873 38	18 75
Hampden, .	1,250 00	78 43	–	13 00	20 09	–	164 99	23 39	1,549 90	–
Holland, . .	200 00	19 00	–	4 10	2 00	–	–	14 00	239 10	–
Holyoke, . .	35,334 44	1,800 00	1,800 00	115 00	970 50	16,825 18	2,212 25	1,738 89	58,996 26	–
Longmeadow, .	3,000 00	124 65	–	25 00	–	4,665 00	95 75	129 78	8,041 18	–
Ludlow, . .	2,200 00	90 00	–	7 00	21 50	–	–	27 00	2,345 50	–
Monson, . .	5,500 00	217 25	–	30 00	68 31	–	1,240 40	–	7,055 96	–
Montgomery, .	425 00	23 50	–	3 00	1 95	–	–	4 95	458 40	–
Palmer, . .	9,500 00	300 00	–	–	1,132 49	3,713 54	–	515 95	15,161 98	–
Russell, . .	500 00	33 00	–	8 75	71 78	–	114 69	32 88	761 10	–
Southwick, .	1,000 00	107 00	–	–	22 25	–	–	–	1,129 25	–
Springfield, .	80,509 61	3,000 00	3,000 00	47 76	4,710 36	–	3,936 73	5,304 13	97,508 59	–
Tolland, . .	500 00	27 50	–	2 00	–	–	–	–	529 50	120 05
Wales, . .	800 00	50 00	–	10 00	–	–	–	15 00	875 00	–
Westfield, .	18,522 00	516 66	–	25 00	664 80	–	258 77	994 93	20,982 16	–
W. Springfield,	7,963 00	200 00	–	15 00	250 00	13,500 00	662 70	150 00	22,730 70	50 00
Wilbraham, .	1,875 00	126 25	–	25 00	14 78	–	310 22	53 84	2,405 09	–
Totals, . .	$195,555 02	$8,756 31	$6,400 00	$448 92	$9,391 10	$39,227 87	$14,435 17	$10,117 35	$274,920 74	$448 80

FRANKLIN COUNTY — CONCLUDED.

TOWNS.	Amount of local funds the income of which can be appropriated only for the support of Schools and Academies.	Income of local funds.	Income of surplus revenue and other funds, including the dog tax, used at the option of the town.	ACADEMIES AND PRIVATE SCHOOLS.						Town's share of school fund payable Jan. 25, 1882.	How much of said fund was used for apparatus and books of reference.
				No. of Academies.	Whole No. attending for the year.	Amount of tuition paid.	No. of Private Schools.	Whole No. attending for the year.	Estimated am'nt of tuition.		
Ashfield, . .	$900 00	$54 00	$30 30	1	19	$300 00	–	–	–	$217 90	$23 43
Bernardston, . .	11,916 67	1,278 00	87 80	–	–	–	–	–	–	216 07	11 40
Buckland, . .	914 83	54 89	58 20	–	–	–	–	–	–	235 80	–
Charlemont, . .	800 00	48 00	33 35	–	–	–	–	–	–	211 59	–
Colrain, . .	–	–	–	–	–	–	–	–	–	230 51	–
Conway, . .	–	–	–	–	–	–	1	8	$250 00	227 97	–
Deerfield, . .	50,000 00	3,000 00	112 10	1	60	–	–	–	–	210 00	–
Erving, . . .	900 00	36 36	24 40	–	–	–	–	–	–	215 76	–
Gill, . . .	–	–	–	–	–	–	–	–	–	213 12	–
Greenfield, . .	–	–	–	1	33	2,637 00	–	–	–	222 21	10 00
Hawley, . .	400 00	24 00	–	–	–	–	–	–	–	212 61	–
Heath, . . .	–	–	–	–	–	–	–	–	–	210 38	52 50
Leverett, . .	–	–	38 20	–	–	–	–	–	–	212 10	26 43
Leyden, . .	–	–	–	–	–	–	–	–	–	211 80	–
Monroe, . .	–	–	–	–	–	–	–	–	–	205 29	–
Montague, . .	–	–	–	–	–	–	1	40	360 00	266 45	25 00
New Salem, . .	6,500 00	325 00	28 30	1	57	350 00	–	–	–	213 43	–
Northfield, . .	400 00	16 00	126 70	1	120	2,520 00	–	–	–	226 34	–
Orange, . .	–	–	–	–	–	–	1	12	100 00	196 27	–
Rowe, . . .	200 00	10 00	30 65	–	–	–	–	–	–	209 76	–
Shelburne, . .	–	–	59 05	1	130	500 00	–	–	–	226 95	–
Shutesbury, . .	250 00	12 50	20 50	–	–	–	–	–	–	210 38	–
Sunderland, . .	–	–	55 48	–	–	–	–	–	–	214 24	–

Warwick, . .	500 00	25 00	–	–	–	–	1	22	105 00	212 10	–
Wendell, . .	550 00	32 00	18 00	–	–	–	–	–	–	206 31	–
Whately, . .	–	–	–	–	–	–	–	–	–	221 46	–
Totals, . .	$74,231 50	$4,915 75	$723 03	6	419	$6,307 00	4	82	$815 00	$5,656 80	$148 76

HAMPDEN COUNTY — CONCLUDED.

Agawam, . .	–	–	–	–	–	–	–	–	–	$185 19	–
Blandford, . .	$3,000 00	$120 00	$67 95	–	–	–	1	10	$100 00	221 76	–
Brimfield, . .	82,666 00	4,000 00	–	–	–	–	–	–	–	221 66	–
Chester, . .	500 00	21 79	77 85	–	–	–	1	15	67 50	227 97	–
Chicopee, . .	–	–	–	–	–	–	* 2	1,069	–	222 32	$163 16
Granville, . .	–	–	62 50	–	–	–	–	–	–	225 43	8 62
Hampden, . .	–	–	81 83	–	–	–	1	18	25 00	217 90	–
Holland, . .	222 22	13 33	7 44	–	–	–	–	–	–	206 41	–
Holyoke, . .	–	–	416 35	–	–	–	3	1,303	6,100 00	–	–
Longmeadow, .	731 00	43 86	147 52	–	–	–	–	–	–	224 51	–
Ludlow, . .	–	–	107 13	–	–	–	–	–	–	233 56	–
Monson, . .	20,000 00	1,200 00	259 88	1	95	$1,582 00	–	–	–	209 91	–
Montgomery, .	–	–	32 24	–	–	–	–	–	–	206 62	–
Palmer, . . .	850 00	34 34	205 33	–	–	–	–	–	–	261 46	–
Russell, . . .	–	–	–	–	–	–	–	–	–	214 24	–
Southwick, . .	15,618 03	931 45	78 36	–	–	–	–	–	–	221 05	21 05
Springfield, . .	–	–	–	–	–	–	7	470	6,000 00	–	–
Tolland, . .	–	–	38 19	–	–	–	–	–	–	208 85	–
Wales, . . .	–	–	48 10	–	–	–	–	–	–	219 12	–
Westfield, . .	88,673 90	4,443 69	973 29	–	–	–	2	65	500 00	135 67	–
West Springfield, .	13,500 00	850 00	217 23	–	–	–	2	12	200 00	224 35	–
Wilbraham, . .	1,308 50	78 50	89 52	1	318	8,050 75	1	38	38 00	226 65	–
Totals, . .	$227,069 65	$11,736 96	$2,910 71	2	413	$9,632 75	20	3,000	$13,030 50	$4,314 63	$192 83

* Parochial.

HAMPSHIRE COUNTY.

TOWNS.	Population — U. S. Census, 1880.	Valuation — 1881.	No. of Public Schools.	No. of persons in town May 1, 1881, between 5 and 15 years of age.	No. of persons in town May 1, 1881, between 8 and 14 years of age.	No. of different pupils of all ages in the Public Schools during the school year.	No. attending within the year under 5 years of age.	No. attending within the year over 15 years of age.	No. attending within the year between 8 and 14 years of age.	Average membership of all the Schools.	Average attendance in all the Public Schools during the school year.	The per cent. of attendance based upon the aver'ge membership.	No. of Teachers required by the Public Schools.
Amherst, . .	4,299	$2,835,151	19	715	387	803	–	124	392	644	582	·90	22
Belchertown, .	2,346	880,175	19	503	295	571	5	55	318	416	348	·76	19
Chesterfield, . .	769	300,249	9	133	84	145	3	18	80	124	110	·87	9
Cummington, .	881	355,122	9	154	121	186	7	25	119	149	138	·92	8
Easthampton, .	4,206	2,261,447	19	876	488	864	7	62	480	615	542	·88	20
Enfield, . . .	1,043	690,670	7	167	133	193	1	16	74	150	141	·94	7
Goshen, . . .	327	138,940	4	65	41	73	–	8	41	52	42	·80	4
Granby, . .	753	427,071	8	137	95	160	1	10	91	120	112	·94	8
Greenwich, . .	634	272,531	6	109	72	125	2	11	72	102	94	·92	6
Hadley, . . .	1,938	1,226,517	13	429	279	430	11	4	289	376	317	·84	13
Hatfield, . .	1,495	1,036,746	7	329	192	286	–	9	192	223	178	·80	7
Huntington, . .	1,236	479,354	9	215	122	234	5	15	134	169	148	·88	9
Middlefield, . .	648	322,075	9	140	115	178	6	8	108	123	110	·90	9
Northampton, .	12,172	7,851,668	50	2,204	1,276	2,238	6	144	1,281	1,834	1,655	·90	55
Pelham, . .	614	172,222	4	109	65	127	3	17	73	84	70	·83	4
Plainfield, . .	457	146,080	4	55	35	65	–	7	37	64	48	·75	4
Prescott, . .	460	191,410	5	81	40	92	4	3	29	79	74	·93	5
South Hadley, .	3,538	1,649,283	16	666	530	749	3	79	480	589	511	·87	19
Southampton, .	1,046	490,440	8	176	125	200	1	30	115	143	117	·82	8
Ware, . . .	4,817	2,034,704	21	1,007	756	991	4	40	599	656	594	·90	23
Westhampton, .	564	252,209	4	126	72	108	2	7	66	86	67	·79	4

Williamsburg, .	2,234	949,930	15	436	315	456	2	34	207	370	272	·73	15
Worthington, .	758	321,750	10	123	70	131	1	14	61	113	110	·97	10
Totals, . .	47,235	$25,285,744	275	8,955	5,708	9,405	74	740	5,338	7,281	6,380	·88	288

HAMPSHIRE COUNTY — CONTINUED.

TOWNS.	Whole No. of different male teachers in school year.	Whole No. of different female teachers in school year.	No. of teachers who have attended Normal Schools.	No. of teachers who have graduated from Normal Schools.	Av'ge wages per month of male teachers in Public Schools.	Av'ge wages per month of female teachers in Public Schools.	Aggregate of months all the Public Schools have been kept during the school year.	Average No. of months the Public Schools have been kept for the entire year.	No. of Schools kept less than six months each.	HIGH SCHOOLS. No. of High Schools.	No. of teachers.	No. of pupils.	How supported.	LENGTH. Months. Days.	Salary of Principal.
Amherst, . .	2	29	2	2	$105 56	$29 36	159–15	8–10	–	1	3	83	Taxation,	9	$933 33
Belchertown, .	8	22	1	1	31 78	23 65	150–10	7–18	–	1	1	45	Taxation,	9	450 00
Chesterfield, .	4	9	1	–	27 95	22 00	55	6–7	–	–	–	–	–	–	–
Cummington, .	2	12	2	1	29 00	25 00	53	6–13	–	1	1	31	Taxation,	3	142 00
Easthampton, .	–	22	4	3	–	32 90	166–10	8–16	–	1	1	55	Taxation,	10	700 00
Enfield, . .	1	8	2	1	22 00	26 00	54	8	1	–	–	–	–	–	–
Goshen, . .	2	6	–	–	21 00	21 00	26	6–10	–	–	–	–	–	–	–
Granby, . .	3	8	3	–	33 22	24 00	61–10	7–14	–	1	1	35	Taxation,	7–14	600 00
Greenwich, .	2	5	–	–	28 00	22 88	43	8	1	–	–	–	–	–	–
Hadley, . .	–	18	3	3	–	25 28	100	7–11	–	1	2	50	Not by tax,	9–10	800 00
Hatfield, . .	–	10	2	2	–	24 00	61–15	8–16	–	–	–	–	–	–	–
Huntington, .	1	10	1	1	29 38	22 99	76–7	8–3	–	–	–	–	–	–	–
Middlefield, .	1	11	–	–	20 00	20 30	58–12	6–10	1	–	–	–	–	–	–
Northampton, .	5	68	12	10	87 50	33 84	426–10	8–10	–	1	5	138	Taxation,	10	1,600 00
Pelham, . .	1	4	–	–	20 00	20 00	30	7–10	–	–	–	–	–	–	–
Plainfield, . .	1	4	–	–	19 00	19 50	21	6	1	–	–	–	–	–	–
Prescott, . .	1	5	1	–	28 00	22 80	30	6	–	–	–	–	–	–	–
South Hadley, .	4	21	4	4	92 59	32 93	150	9–5	–	2	4	89	Taxation,	9–5	1,400 00 767 54
Southampton, .	–	12	4	4	–	23 88	58–5	7–3	–	1	1	32	Taxation,	6	223 00
Ware, . .	4	21	3	3	80 73	32 23	152–15	7–6	2	1	2	35	Taxation,	9–5	1,000 00
Westhampton, .	1	5	–	–	20 00	20 00	32	8	–	–	–	–	–	–	–

Williamsburg, .	3	19	5	3	49 32	25 52	120–10	8	1	2	2	61	Taxation,	{ 8–10 9	399 00 504 00
Worthington, .	1	13	–	–	20 00	19 87	65–10	6–10	–	–	–	–	–	–	–
Totals, . .	47	342	50	38	$48 72	$27 64	2,152–9	7–16	7	13	23	654	–	–	$9,518 87

HAMPSHIRE COUNTY — CONTINUED.

TOWNS.	Amount raised by taxes for Schools, including wages of teachers, board, fuel, care of fires and school rooms, for the school year 1881-82.	Expense of supervision by school committee.	Salary of Superintendent of Public Schools.	Expense of printing reports, etc.	Expenses of sundries,—books, stationery, etc.	Amount expended for new school-houses.	Amount expended for alterations and permanent improvements.	Amount expended for ordinary repairs.	Amount paid for ALL school purposes from money raised by taxation.	Amount of voluntary Contributions for Public Schools.
Amherst, . .	$7,110 55	$500 00	–	$12 00	$408 09	–	–	$379 55	$8,410 19	–
Belchertown, .	4,000 00	210 00	–	36 00	55 33	–	$431 85	97 13	4,830 31	–
Chesterfield, .	850 00	50 00	–	10 00	5 00	–	175 00	25 00	1,115 00	$156 00
Cummington, .	1,000 00	67 00	–	10 00	12 00	–	–	–	1,089 00	330 00
Easthampton, .	7,250 00	157 50	–	18 00	350 00	–	–	433 83	8,209 33	–
Enfield, . .	1,400 00	70 00	–	11 00	224 00	–	–	5 00	1,710 00	–
Goshen, . .	300 00	25 00	–	4 00	2 00	–	–	–	331 00	79 50
Granby, . .	1,800 00	86 00	–	12 00	15 00	$411 63	1,011 20	–	3,335 83	–
Greenwich, .	800 00	80 00	–	8 00	13 60	–	137 66	25 25	984 51	–
Hadley, . .	2,750 00	124 32	–	8 00	77 40	–	–	113 91	3,073 63	–
Hatfield, . .	1,500 00	97 00	–	–	24 25	–	441 32	79 74	2,142 36	–
Huntington, .	1,500 00	115 00	–	11 00	12 50	–	90 00	13 04	1,741 54	–
Middlefield, .	800 00	60 00	–	8 00	–	–	–	78 85	946 85	–
Northampton, .	21,600 00	1,000 00	$1,000 00	81 00	451 29	2,764 40	–	1,717 01	27,613 70	–
Pelham, . .	439 34	50 00	–	3 40	16 95	–	–	59 13	568 82	–
Plainfield, .	450 00	30 00	–	6 00	5 00	300 00	–	30 69	821 69	–
Prescott, . .	400 00	35 00	–	10 75	–	–	–	4 00	449 75	–
South Hadley,	8,375 99	75 00	–	–	130 28	–	344 88	134 19	9,060 34	–
Southampton, .	1,450 00	33 00	–	19 00	–	–	–	200 00	1,702 00	–
Ware, . .	7,500 00	360 45	–	11 50	260 94	4,000 00	75 62	235 45	12,748 96	–
Westhampton,	800 00	46 00	–	–	5 00	–	115 27	29 25	995 52	–

Williamsburg, .	2,500 00	59 00	-	15 00	-	-	-	-	2,574 00	-
Worthington, .	800 00	78 50	-	6 00	-	-	-	46 00	930 50	177 00
Totals, . .	$75,375 88	$3,408 77	$1,000 00	$300 65	$2,068 63	$7,476 03	$2,822 80	$3,707 02	$95,384 83	$742 50

HAMPSHIRE COUNTY — CONCLUDED.

TOWNS.	Amount of local funds the income of which can be appropriated only for the support of Schools and Academies.	Income of local funds.	Income of surplus revenue and other funds, including the dog tax, used at the option of the town.	ACADEMIES AND PRIVATE SCHOOLS.						Town's share of school fund payable Jan. 25, 1882.	How much of said fund was used for apparatus and books of reference.
				No. of Academies.	Whole No. attending for the year.	Amount of tuition paid.	No. of Private Schools.	Whole No. attending for the year.	Estimated am'nt of tuition.		
Amherst, . .	$5,000 00	$300 00	$130 53	–	–	–	3	65	$2,000 00	$220 68	$55 00
Belchertown, .	–	–	115 57	–	–	–	–	–	–	247 80	20 75
Chesterfield, . .	1,100 00	66 00	34 25	–	–	–	–	–	–	213 73	–
Cummington, .	–	–	25 53	–	–	–	–	–	–	218 82	–
Easthampton, .	258,000 00	12,000 00	113 79	1	250	$14,000 00	–	–	–	236 55	–
Enfield, . . .	–	–	–	–	–	–	–	–	–	217 50	–
Goshen, . .	–	–	–	–	–	–	–	–	–	207 53	–
Granby, . .	–	–	32 99	–	–	–	–	–	–	213 53	–
Greenwich, . .	300 00	30 00	29 25	–	–	–	–	–	–	211 80	–
Hadley, . .	30,000 00	1,800 00	–	1	50	–	1	12	800 00	188 44	–
Hatfield, . .	–	–	34 25	1	97	869 21	–	–	–	181 02	–
Huntington, . .	–	–	49 59	–	–	–	1	21	40 00	219 42	–
Middlefield, . .	–	–	90 00	–	–	–	1	25	125 00	215 77	27 42
Northampton, .	3,066 59	284 00	–	–	–	–	3	180	6,000 00	212 46	–
Pelham, . .	–	–	–	–	–	–	–	–	–	212 41	–
Plainfield, . .	–	–	17 12	–	–	–	–	–	–	205 90	–
Prescott, . .	–	–	27 42	–	–	–	–	–	–	208 95	–
South Hadley, .	–	–	126 98	1	268	46,900 00	–	–	–	222 10	–
Southampton, .	2,000 00	125 00	60 64	–	–	–	–	–	–	220 34	–
Ware, . . .	–	–	–	–	–	–	2	15	75 00	251 19	–
Westhampton, .	–	–	14 99	–	–	–	1	2	38 00	213 32	–

Williamsburg, .	21,065 67	1,297 44	93 82	–	–	–	–	–	–	241 09	9 75
Worthington, .	1,961 67	117 70	146 57	–	–	–	–	–	–	213 12	–
Totals, . .	$322,493 93	$16,020 14	$1,143 29	4	665	$61,769 21	12	320	$9,078 00	$4,993 47	$112 92

MIDDLESEX COUNTY.

TOWNS.	Population — U. S. Census, 1880.	Valuation — 1881.	No. of Public Schools.	No. of persons in town May 1, 1881, between 5 and 15 years of age.	No. of persons in town May 1, 1881, between 8 and 14 years of age.	No. of different pupils of all ages in the Public Schools during the school year.	No. attending within the year under 5 years of age.	No. attending within the year over 15 years of age.	No. attending within the year between 8 and 14 years of age.	Average membership of all the Schools.	Average attendance in all the Public Schools during the school year.	The per cent. of attendance based upon the aver'ge membership.	No. of teachers required by the Public Schools.
Acton,	1,797	$1,206,834	9	292	170	318	8	50	165	257	230	·89	9
Arlington,	4,100	5,190,493	20	866	566	890	–	85	445	776	651	·84	23
Ashby,	914	469,441	10	183	113	223	3	41	113	204	189	·93	11
Ashland,	2,394	1,248,755	12	401	228	485	–	46	173	412	349	·85	13
Ayer,	1,882	1,026,528	8	412	259	474	19	58	274	396	364	·92	8
Bedford,	931	766,054	6	149	100	176	2	19	100	133	124	·93	6
Belmont,	1,615	3,483,774	7	266	198	301	3	13	186	260	237	·91	11
Billerica,	2,000	1,594,811	10	316	265	373	4	6	219	270	237	·88	10
Boxborough,	319	280,751	4	45	32	60	1	15	31	44	41	·93	4
Burlington,	711	491,510	5	123	86	127	1	10	79	91	83	·92	5
Cambridge,	52,740	51,093,290	30	9,582	5,680	8,912	–	507	4,721	7,434	6,759	·91	192
Carlisle,	478	399,603	4	58	52	73	4	17	52	68	64	·94	4
Chelmsford,	2,553	1,487,525	14	444	293	497	11	40	293	396	363	·92	15
Concord,	3,922	3,008,548	15	528	313	692	–	95	364	525	461	·88	19
Dracut,	1,605	1,242,972	10	266	219	333	8	16	187	222	190	·86	10
Dunstable,	453	282,972	5	67	48	90	3	13	48	69	67	·97	5
Everett,	4,159	4,263,550	17	832	515	981	–	58	635	728	643	·88	20
Framingham,	6,235	4,978,500	24	990	633	1,115	4	95	633	987	910	·92	32
Groton,	1,862	2,446,361	14	325	175	377	6	46	175	250	215	·86	14
Holliston,	3,099	1,752,459	15	554	360	625	7	69	360	504	452	·90	16
Hopkinton,	4,602	2,397,391	23	883	620	989	15	55	650	850	765	·90	24
Hudson,	3,739	1,848,424	15	800	473	843	5	61	493	677	617	·91	17
Lexington,	2,460	2,530,061	11	382	260	391	1	55	241	309	286	·90	12

Lincoln,	882	928,021	5	149	87	171	–	23	85	134	110	·82	5
Littleton,	994	725,565	7	167	117	233	2	44	120	163	149	·90	7
Lowell,	59,485	42,785,735	90	10,024	5,391	9,472	–	338	5,081	6,794	6,120	·90	160
Malden,	12,017	10,339,075	40	2,160	1,566	2,670	–	184	1,767	1,836	1,643	·89	49
Marlborough,	10,126	3,720,166	39	2,194	1,637	2,332	10	99	1,660	1,848	1,638	·88	45
Maynard,	2,291	1,605,955	9	529	393	515	11	21	387	374	340	·90	9
Medford,	7,573	7,588,276	23	1,149	711	1,340	–	152	732	1,164	1,086	·93	30
Melrose,	4,560	3,705,058	17	919	610	1,006	–	106	727	863	805	·93	20
Natick,	8,480	4,655,066	35	1,619	944	1,709	8	77	933	1,424	1,315	·93	40
Newton	16,995	26,408,273	69	3,252	1,882	3,677	28	306	1,917	2,845	2,588	·91	81
North Reading,	900	537,143	6	143	86	168	3	15	84	127	108	·85	6
Pepperell,	2,348	1,401,648	10	376	208	341	14	43	220	317	277	·87	10
Reading,	3,181	2,523,165	15	519	298	606	5	80	320	526	458	·87	17
Sherborn,	1,401	860,575	6	156	91	156	–	8	95	121	109	·90	6
Shirley,	1,365	724,459	7	234	150	244	9	21	167	190	179	·94	7
Somerville,	24,985	22,569,100	82	4,204	2,949	5,271	–	380	2,200	4,064	3,793	·93	96
Stoneham,	4,891	2,991,770	21	903	546	941	8	66	521	783	715	·91	23
Stow,	1,045	870,205	6	208	122	210	2	19	122	175	142	·81	6
Sudbury,	1,178	1,032,004	8	180	124	210	8	30	109	168	147	·87	8
Tewksbury,	2,171	1,072,949	7	216	128	274	4	2	123	194	167	·86	7
Townsend,	1,967	1,065,662	15	320	193	373	9	29	173	325	287	·88	15
Tyngsborough,	631	322,160	8	85	60	122	1	24	63	104	96	·90	7
Wakefield,	5,548	3,433,456	18	1,014	699	1,087	–	92	625	862	764	·88	21
Waltham,	11,711	9,280,264	38	2,283	1,296	2,392	19	128	1,335	1,854	1,707	·92	50
Watertown,	5,426	7,881,820	17	886	498	983	–	78	487	786	727	·94	24
Wayland,	1,962	1,231,881	11	366	231	350	1	10	221	340	312	·91	11
Westford,	2,147	1,058,620	11	359	249	522	10	12	244	336	268	·79	12
Weston,	1,448	1,656,566	8	239	139	233	8	24	96	200	177	·88	8
Wilmington,	933	562,542	6	145	82	166	–	39	87	138	109	·79	6
Winchester,	3,802	3,741,844	14	592	459	784	5	71	459	620	561	·90	18
Woburn,	10,938	8,216,383	47	2,166	1,204	2,369	–	247	1,331	1,917	1,774	·91	52
Totals,	317,951	$268,986,013	983	56,520	34,808	60,272	270	4,238	33,128	47,454	42,968	·91	1,336

MIDDLESEX COUNTY — CONTINUED.

TOWNS.	Whole No. of different male teachers in school year.	Whole No. of different female teachers in school year.	No. of teachers who have attended Normal Schools.	No. of teachers who have graduated from Normal Schools.	Av'ge wages per month of male teachers in Public Schools.	Av'ge wages per month of female teachers in Public Schools.	Aggregate of months all the Public Schools have been kept during the school year.	Average No. of months the Public Schools have been kept for the entire year.	No. of Schools kept less than six months each.	HIGH SCHOOLS. No. of High Schools.	No. of teachers.	No. of pupils.	How supported.	LENGTH. Months. Days.	Salary of Principal.
Acton,	1	13	3	2	$36 00	$34 00	81–5	9	–	–	–	–	–	–	–
Arlington,	4	19	5	2	119 52	49 30	205	10–5	–	1	3	69	Taxation,	10–4	$1,700 00
Ashby,	3	9	2	2	39 66	30 18	58–5	5–17	–	–	–	–	–	–	–
Ashland,	2	17	5	4	100 00	33 63	87–5	7–15	–	1	2	68	Taxation,	10	1,000 00
Ayer,	1	10	1	–	100 00	36 63	66–5	8–6	–	1	1	39	Taxation,	9–10	950 00
Bedford,	1	6	1	1	36 00	33 00	50	9	–	–	–	–	–	–	–
Belmont,	2	10	2	2	130 00	42 50	70	10	–	1	2	51	Taxation,	10	1,300 00
Billerica,	–	11	3	3	–	31 73	85	8–10	–	–	–	–	–	–	–
Boxborough,	–	7	2	–	–	28 00	28	7	–	–	–	–	–	–	–
Burlington,	1	5	–	–	60 00	28 00	39–5	7–17	1	1	1	30	Taxation,	4–5	540 00
Cambridge,	15	192	116	98	188 41	58 13	303–15	10–3	–	1	12	481	Taxation,	10–3	2,800 00
Carlisle,	–	7	2	1	–	28 00	28	7	–	–	–	–	–	–	–
Chelmsford,	1	21	9	8	90 00	31 00	113–3	8–1	1	1	1	36	Taxation,	8–10	765 00
Concord,	1	25	6	6	157 90	53 00	140–1	9–5	–	1	3	91	Taxation,	9–10	1,500 00
Dracut,	–	13	4	4	–	32 00	92–10	9–5	–	–	–	–	–	–	–
Dunstable,	–	8	1	1	–	22 92	35–15	7–3	–	–	–	–	–	–	–
Everett,	2	18	8	5	112 50	41 86	175	10–1	–	1	2	28	Taxation,	10	1,200 00
Framingham,	2	35	17	17	125 00	43 00	214–15	8–17	–	2	4	99	Taxation,	9–10	1,500 00 1,000 00
Groton,	7	17	3	2	54 50	36 00	111	8–2	–	1	1	44	Taxation,	9	950 00
Holliston,	2	18	2	1	70 00	32 80	122–5	8–4	–	1	2	70	Taxation,	9–3	1,000 00
Hopkinton,	2	29	7	3	102 58	38 57	171–2	7–12	–	1	2	75	Taxation,	9	1,000 00
Hudson,	2	17	5	4	91 81	37 33	120–5	8–7	1	1	2	56	Taxation,	9–10	900 00
Lexington,	2	10	4	1	110 00	49 50	108–18	9–18	–	1	2	59	Taxation,	10	1,200 00

Lincoln, . .	3	7	1	1	63 00	31 80	44–10	8–16	–	1	1	27	Taxation,	8–10	550 00
Littleton, . .	2	11	3	2	55 66	30 90	59–1	8–9	–	1	2	54	Not by tax,	6	500 00
Lowell, . .	12	158	57	29	151 67	58 70	847–15	9–8	1	1	10	398	Taxation,	9–13	2,000 00
Malden, . .	3	46	14	12	127 00	58 20	403–8	10–6	–	1	5	180	Taxation,	10	1,750 00
Marlborough, .	4	47	8	7	79 00	38 90	351	9	–	1	3	118	Taxation,	9	1,400 00
Maynard, . .	2	7	5	3	128 88	42 00	81	9	–	1	1	33	Taxation,	9	800 00
Medford, . .	6	27	6	6	144 00	47 00	230	10	–	1	4	119	Taxation,	10	2,050 00
Melrose, . .	1	23	8	7	160 00	51 05	168	10	–	1	3	112	Taxation,	10	1,600 00
Natick, . .	4	44	23	23	113 55	38 74	301	8–12	–	1	3	125	Taxation,	10	1,100 00
Newton, . .	15	70	23	19	162 66	63 78	690	10	–	1	11	313	Taxation,	10	2,700 00
North Reading, .	–	6	5	5	–	30 33	51	8–10	–	1	1	28	Taxation,	8–10	306 00
Pepperell, . .	2	12	3	2	78 00	32 50	75	7–10	–	1	1	43	Taxation,	8–5	1,000 00
Reading, . .	2	19	9	8	126 32	37 50	142–10	9–10	–	1	3	120	Taxation,	9–10	1,200 00
Sherborn, . .	–	8	2	2	–	33 11	51	8–10	–	*1	–	–	–	–	–
Shirley, . .	4	7	3	2	46 25	29 11	51	7–6	–	–	–	–	–	–	–
Somerville, . .	8	88	15	15	174 30	55 60	820	10	–	1	7	342	Taxation,	10	2,200 00
Stoneham, . .	1	28	6	6	155 00	43 40	181	9–1	–	1	3	62	Taxation,	10	1,550 00
Stow, . . .	–	6	1	1	–	36 77	53–18	9–2	–	1	1	36	Part tax,	8–15	525 00
Sudbury, . .	–	11	4	2	–	36 00	63	7–18	–	–	–	–	–	–	–
Tewksbury, .	1	10	3	3	34 00	35 00	63	9	–	–	–	–	–	–	–
Townsend, . .	5	14	1	–	40 13	25 14	104	6–9	–	1	1	44	Taxation,	9	600 00
Tyngsborough, .	2	9	3	3	48 50	27 00	45–13	6–10	–	1	1	25	Part tax,	4	285 00
Wakefield, . .	7	25	4	4	95 42	41 95	180	10	–	1	3	68	Taxation,	10	1,154 18
Waltham, . .	6	48	9	6	133 34	47 82	372–11	9–18	–	1	5	120	Taxation,	10	1,600 00
Watertown, .	5	21	4	4	107 50	46 12	175	10	–	1	5	75	Taxation,	10	1,800 00
Wayland, . .	2	11	3	2	72 00	35 12	90–15	8–10	–	–	–	–	–	–	–
Westford, . .	1	14	1	1	32 00	30 00	85–1	7–14	–	–	–	–	–	–	–
Weston, . .	1	8	3	2	116 66	36 11	71–3	9	–	1	2	54	Taxation,	9	1,050 00
Wilmington, .	–	8	2	1	–	34 66	49–6	8–4	–	1	1	26	Taxation,	8–15	420 00
Winchester, .	4	18	4	2	141 66	43 61	133–14	9–11	1	1	3	60	Taxation,	10	1,540 00
Woburn, . .	6	46	5	5	100 00	46 50	465	9–18	–	1	4	145	Taxation,	10	1,800 00
Totals, . .	160	1,374	446	352	$118 13	$47 18	9,005–19	9–3	5	42	124	4,023	–	–	$50,785 18

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* United with Sawin Academy.

MIDDLESEX COUNTY — CONTINUED.

TOWNS.	Amount raised by taxes for Schools, including wages of teachers, board, fuel, care of fires and school rooms, for the school year 1881-82.	Expense of supervision by school committee.	Salary of Superintendent of Public Schools.	Expense of printing reports, etc.	Expenses of sundries,—books, stationery, etc.	Amount expended for new school-houses.	Amount expendedf or alterations and permanent improvements.	Amount expended for ordinary repairs.	Amount paid for ALL school purposes from money raised by taxation.	Amount of voluntary contributions for Public Schools.
Acton, . .	$3,000 00	$100 00	–	$35 00	–	–	–	$150 75	$3,285 75	–
Arlington, .	17,000 00	–	–	–	$632 44	–	–	220 89	17,853 33	–
Ashby, . .	1,900 00	100 00	–	6 84	71 37	–	$317 31	26 50	2,421 92	–
Ashland, . .	4,100 00	120 00	–	20 00	–	–	70 00	72 65	4,282 65	–
Ayer, . .	3,500 00	150 00	–	20 00	105 09	–	–	160 55	3,935 64	–
Bedford, . .	1,800 00	58 00	–	20 00	111 44	–	–	24 00	2,013 44	–
Belmont, . .	6,140 03	210 00	–	17 50	145 00	–	187 42	223 50	6,923 45	–
Billerica, . .	2,800 00	203 85	–	25 00	16 51	$1,265 75	104 84	92 16	4,508 11	–
Boxborough, .	651 04	40 75	–	11 50	6 42	–	–	14 05	723 76	–
Burlington, .	1,200 00	30 00	–	12 50	30 59	–	187 42	16 00	1,289 09	–
Cambridge, .	144,550 22	3,020 00	$2,700 00	300 00	7,302 54	7,569 48	–	4,325 14	167,067 38	–
Carlisle, . .	600 00	25 00	–	20 00	8 00	–	–	–	653 00	–
Chelmsford, .	4,413 77	150 00	150 00	33 00	355 97	–	40 15	179 74	5,172 63	–
Concord, . .	9,971 22	150 75	–	–	736 74	–	264 64	511 21	11,124 35	–
Dracut, . .	3,000 00	150 00	150 00	22 00	16 81	–	755 43	13 05	3,957 29	–
Dunstable, .	700 00	25 00	–	8 00	71 61	–	–	11 00	938 61	–
Everett, . .	10,846 00	150 00	–	15 00	1,030 00	18,595 00	135 00	321 00	31,092 00	–
Framingham, .	15,000 00	700 00	700 00	60 00	592 88	11,000 00	–	841 45	28,194 33	–
Groton, . .	5,200 00	200 00	–	23 25	300 00	–	100 00	426 00	6,249 25	–
Holliston, .	5,500 00	300 00	300 00	45 00	520 49	–	–	448 76	7,044 55	–
Hopkinton, .	8,000 00	300 00	–	45 00	125 00	–	300 00	75 00	8,845 00	–
Hudson, . .	7,000 00	260 00	–	30 00	483 03	–	–	532 56	8,305 59	–
Lexington, .	8,400 00	300 00	–	25 00	68 92	–	–	600 00	9,393 92	–

Lincoln, . .	2,000 00	40 00	–	20 00	29 37	–	–	31 70	2,121 07	–
Littleton, . .	2,150 00	68 00	68 00	35 00	415 00	–	–	34 68	2,291 83	$208 70
Lowell, . .	130,004 85	2,200 00	2,200 00	436 91	23,615 80	44,114 86	–	6,546 01	206,918 43	–
Malden, . .	39,407 16	2,200 00	2,200 00	26 00	533 75	–	–	2,627 66	44,794 57	–
Marlborough, .	18,800 00	850 00	–	55 00	1,651 16	–	–	577 74	3,133 16	–
Maynard, . .	4,000 00	100 00	–	10 00	134 17	4,453 51	–	51 95	8,749 63	–
Medford, . .	25,235 00	1,150 00	800 00	50 00	680 00	–	2,100 00	502 00	29,717 00	–
Melrose, . .	12,500 00	325 00	–	15 00	643 74	–	500 00	1,284 58	15,268 32	–
Natick, . .	17,000 00	450 00	–	–	450 00	–	100 00	500 00	18,050 00	–
Newton, . .	72,450 62	3,000 00	2,700 00	292 00	5,144 46	–	3,969 21	3,765 10	88,621 39	–
North Reading,	1,600 00	79 75	–	22 00	9 00	–	–	110 89	1,821 64	–
Pepperell, .	3,700 00	162 00	–	27 00	30 00	1,532 00	271 00	85 00	5,807 00	–
Reading, . .	8,000 00	320 00	–	50 00	183 93	–	238 45	298 72	9,091 10	–
Sherborn, .	2,100 00	168 00	–	24 50	49 01	–	25 00	102 70	2,469 21	–
Shirley, . .	2,000 00	100 00	–	15 25	67 31	–	–	32 40	2,214 96	9 00
Somerville, .	69,280 00	1,800 00	–	–	1,780 00	32,432 62	6,000 00	–	111,292 84	–
Stoneham, .	11,850 00	400 00	–	–	483 96	–	165 67	320 59	14,220 22	–
Stow, . .	1,700 00	75 00	75 00	18 00	25 72	–	–	65 00	1,883 72	–
Sudbury, . .	2,000 00	300 00	–	15 00	115 00	–	266 60	125 00	2,821 60	–
Tewksbury, .	2,200 00	150 00	–	18 00	11 60	–	–	79 06	2,458 66	–
Townsend, . .	3,500 00	100 00	100 00	10 00	50 00	2,600 00	75 00	500 00	3,235 00	–
Tyngsborough,	1,150 00	60 00	–	15 00	–	–	10 00	5 25	1,240 25	–
Wakefield, .	11,500 00	200 00	–	78 00	270 41	–	486 00	139 85	13,236 28	–
Waltham, .	29,569 12	1,440 00	1,440 00	30 00	2,055 04	–	140 42	1,386 59	34,621 17	–
Watertown, .	17,096 25	900 00	900 00	–	1,100 00	3,000 00	–	900 00	22,996 25	–
Wayland, .	4,000 00	155 00	–	30 00	150 00	–	150 00	250 00	4,735 00	–
Westford, .	3,000 00	150 00	150 00	35 00	32 52	–	–	149 62	3,367 14	–
Weston, . .	3,548 16	150 00	–	–	161 79	–	–	272 04	4,131 99	–
Wilmington, .	1,550 00	55 00	–	6 00	50 00	–	–	–	1,661 00	–
Winchester, .	12,098 99	350 00	–	–	954 50	–	500 00	921 91	14,825 40	–
Woburn, . .	28,013 00	1,800 00	1,800 00	18 00	2,180 93	–	1,837 27	804 87	34,654 07	–
Totals, . .	$808,275 43	$26,041 10	$16,433 00	$2,146 25	$55,378 17	$126,563 22	$19,296 83	$31,756 87	$1,047,724 94	$217 70

MIDDLESEX COUNTY — CONCLUDED.

TOWNS.	Amount of local funds the income of which can be appropriated only for the support of Schools and Academies.	Income of local funds.	Income of surplus revenue and other funds, including the dog tax, used at the option of the town.	ACADEMIES AND PRIVATE SCHOOLS. No. of Academies.	Whole No. attending for the year.	Amount of tuition paid.	No. of Private Schools.	Whole No. attending for the year.	Estimated am'nt of tuition.	Town's share of school fund payable Jan. 25, 1882.	How much of said fund was used for apparatus and books of reference.
Acton,	-	-	$173 95	-	-	-	-	-	-	$180 21	-
Arlington,	$5,354 00	$321 24	-	-	-	-	-	-	-	82 79	-
Ashby,	-	-	-	-	-	-	-	-	-	216 88	-
Ashland,	-	-	220 58	-	-	-	-	-	-	195 56	-
Ayer,	-	-	-	-	-	-	-	-	-	189 97	-
Bedford,	-	-	-	-	-	-	-	-	-	215 06	-
Belmont,	-	-	-	-	-	-	2	17	$750 00	125 63	$25 00
Billerica,	21,000 00	1,260 00	-	1	48	$504 00	1	76	2,184 00	182 03	-
Boxborough,	-	-	-	-	-	-	-	-	-	205 08	-
Burlington,	-	-	135 02	-	-	-	2	17	750 00	212 61	-
Cambridge,	10,000 00	770 07	166 00	-	-	-	20	1,743	29,000 00	-	-
Carlisle,	500 00	30 00	77 00	-	-	-	-	-	-	205 40	-
Chelmsford,	-	-	235 58	-	-	-	-	-	-	198 41	-
Concord,	4,300 00	227 50	-	-	-	-	-	-	-	164 68	3 55
Dracut,	-	-	198 73	-	-	-	-	-	-	177 26	-
Dunstable,	-	-	-	-	-	-	-	-	-	206 82	-
Everett,	-	-	-	-	-	-	1	28	1,155 00	177 70	-
Framingham,	1,258 94	75 54	333 25	*1	-	-	3	30	500 00	202 11	-
Groton,	33,620 00	1,632 75	-	1	100	1,275 00	-	-	-	182 95	45 73
Holliston,	-	-	-	-	-	-	-	-	-	208 58	-
Hopkinton,	5,793 60	350 00	385 87	-	-	-	1	25	250 00	243 56	-
Hudson,	-	-	148 99	-	-	-	-	-	-	224 45	-
Lexington,	-	-	-	-	-	-	1	22	500 00	192 72	-

Lincoln, . .	1,209 21	58 24	–	–	–	–	–	–	–	215 15	
Littleton, . .	2,000 00	120 00	92 16	–	–	–	–	–	–	216 68	13 77
Lowell, . . .	–	–	–	1	60	700 00	5	1,460	4,500 00	–	*–
Malden, . .	–	–	–	–	–	–	2	570	1,500 00	–	–
Marlborough, .	2,660 75	153 03	–	–	–	–	3	250	–	315 72	–
Maynard, . .	–	–	–	–	–	–	–	–	–	193 22	–
Medford, . .	–	–	–	–	–	–	1	20	400 00	122 45	–
Melrose, . .	–	–	–	–	–	–	2	10	–	190 32	30 00
Natick, . . .	–	–	–	–	–	–	–	–	–	269 33	37 00
Newton, . .	–	–	733 32	2	247	20,792 00	5	94	4,774 00	–	–
North Reading, .	–	–	58 59	–	–	–	–	–	–	214 65	–
Pepperell, . .	–	–	–	–	–	–	1	6	40 00	187 83	–
Reading, . .	–	–	–	–	–	–	2	19	361 00	200 65	42 30
Sherborn, . .	14,844 61	806 65	67 51	1	47	264 00	–	–	–	215 76	–
Shirley, . . .	4,119 78	–	124 42	–	–	–	–	–	–	219 83	25 00
Somerville, . .	–	–	–	–	–	–	† 1	500	–	–	–
Stoneham, . .	–	–	–	–	–	–	–	–	–	240 20	–
Stow, . . .	15,312 45	900 00	72 75	–	–	–	–	–	–	220 14	–
Sudbury, . .	–	–	118 73	–	–	–	–	–	–	168 62	–
Tewksbury, . .	–	–	–	–	–	–	–	–	–	170 24	–
Townsend, . .	–	–	–	–	–	–	–	–	–	183 87	–
Tyngsborough, .	3,400 00	128 44	55 00	–	–	–	–	–	–	210 98	–
Wakefield, . .	–	–	–	–	–	–	–	–	–	192 96	20 66
Waltham, . .	–	–	–	1	70	3,700 00	1	12	360 00	218 26	10 10
Watertown, . .	–	–	–	–	–	–	–	–	–	86 95	–
Wayland, . .	200 00	12 00	134 00	–	–	–	–	–	–	187 43	16 00
Westford, . .	31,378 80	1,878 00	–	1	63	682 00	2	39	41 00	186 82	–
Weston, . .	–	–	–	–	–	–	–	–	–	169 02	–
Wilmington, . .	–	–	–	–	–	–	–	–	–	215 05	–
Winchester, . .	–	–	–	–	–	–	2	25	500 00	157 26	39 24
Woburn, . .	15,000 00	1,000 00	–	–	–	–	1	45	350 00	226 70	–
Totals, . .	$171,952 14	$9,723 46	$3,531 45	9	635	$27,917 00	59	5,008	$47,915 00	$9,586 55	$308 35

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* United with High School.

† Parochial School.

NANTUCKET COUNTY.

TOWNS.	Population — U. S. Census, 1880.	Valuation — 1881.	No. of Public Schools.	No. of persons in town May 1, 1881, between 5 and 15 years of age.	No. of persons in town May 1, 1881, between 8 and 14 years of age.	No. of different pupils of all ages in the Public Schools during the school year.	No. attending within the year under 5 years of age.	No. attending within the year over 15 years of age.	No. attending within the year between 8 and 14 years of age.	Average membership of all the Schools.	Average attendance in all the Public Schools during the school year.	The per cent. of attendance based upon the average membership.	No. of teachers required by the Public Schools.
Nantucket, . .	3,726	$2,352,123	11	550	380	430	–	20	280	412	368	·89	13

NORFOLK COUNTY.

TOWNS.	Population — U. S. Census, 1880.	Valuation — 1881.	No. of Public Schools.	No. of persons in town May 1, 1881, between 5 and 15 years of age.	No. of persons in town May 1, 1881, between 8 and 14 years of age.	No. of different pupils of all ages in the Public Schools during the school year.	No. attending within the year under 5 years of age.	No. attending within the year over 15 years of age.	No. attending within the year between 8 and 14 years of age.	Average membership of all the Schools.	Average attendance in all the Public Schools during the school year.	The per cent. of attendance based upon the average membership.	No. of teachers required by the Public Schools.
Bellingham, . .	1,223	$552,076	9	232	171	273	6	12	174	208	191	·92	9
Braintree, . .	3,855	2,938,275	17	721	401	820	3	51	429	625	529	·84	18
Brookline, . .	8,053	23,723,300	30	1,263	900	1,503	–	151	840	1,073	997	·93	34
Canton, . .	4,523	3,116,218	18	895	511	945	3	54	574	726	654	·90	21
Cohasset, . .	2,182	2,853,904	12	409	227	437	1	18	272	362	309	·85	13
Dedham, . .	6,224	6,065,888	30	1,136	700	1,280	–	73	690	1,044	950	·92	31
Dover, . . .	653	460,021	4	105	67	90	3	5	62	70	63	·90	4
Foxborough, .	2,951	1,466,044	12	465	267	485	2	58	264	397	335	·92	14
Franklin, . .	4,051	1,809,980	15	666	386	684	3	46	376	515	455	·88	16
Holbrook, . .	2,132	1,056,435	10	470	289	449	3	23	306	410	360	·87	11
Hyde Park, . .	7,090	4,378,116	31	1,475	838	1,762	1	152	980	1,344	1,198	·89	33
Medfield, . .	1,365	1,102,780	5	187	115	213	–	12	155	176	144	·82	5
Medway, . .	3,955	1,531,030	18	690	425	751	1	65	488	592	519	·86	20
Milton, . . .	3,206	10,293,950	14	519	322	563	1	39	352	439	406	·92	17
Needham, . .	5,254	4,632,737	14	509	268	590	12	37	298	451	388	·86	14
Norfolk, . .	930	402,329	6	162	73	183	5	1	111	140	123	·90	6
Norwood, . .	2,345	1,899,267	10	454	271	468	–	31	286	426	371	·87	12

Quincy, .	10,529	7,560,381	43	2,137	1,467	2,179	–	115	1,535	1,650	1,558	·94	49
Randolph,	4,027	2,069,620	18	667	390	827	22	84	460	703	603	·86	19
Sharon, .	1,492	1,096,119	7	215	124	212	–	15	124	207	166	·80	7
Stoughton,	4,875	2,208,300	22	944	579	1,046	27	81	625	859	753	·87	24
Walpole,	2,494	1,358,356	11	402	288	475	2	34	265	304	289	·95	12
Wellesley,*	–	–	11	402	243	457	5	20	208	328	293	·89	12
Weymouth,	10,571	5,591,542	48	2,040	1,117	2,175	–	105	946	1,912	1,650	·86	53
Wrentham,	2,482	1,258,344	12	441	268	513	4	39	307	354	311	·88	13
Totals,	96,462	$89,424,009	427	17,606	10,707	19,380	104	1,321	11,127	15,315	13,615	·89	467

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* Incorporated April 6, 1881, from Needham.

NANTUCKET COUNTY — CONTINUED.

TOWNS.	Whole No. of different male teachers in school year.	Whole No. of different female teachers in school year.	No. of teachers who have attended Normal Schools.	No. of teachers who have graduated from Normal Schools.	Av'ge wages per month of male teachers in Public Schools.	Av'ge wages per month of female teachers in Public Schools.	Aggregate of months all the Public Schools have been kept during the school year.	Average No. of months the Public Schools have been kept for the entire year.	No. of Schools kept less than six months each.	HIGH SCHOOLS.					
										No. of High Schools.	No. of teachers.	No. of pupils.	How supported.	Length. Months. Days.	Salary of Principal.
Nantucket, . .	2	12	1	1	$99 00	$22 52	94–11	8–12	2	1	2	63	Taxation,	10	$1,000 00

NORFOLK COUNTY — CONTINUED.

TOWNS.	Whole No. of different male teachers in school year.	Whole No. of different female teachers in school year.	No. of teachers who have attended Normal Schools.	No. of teachers who have graduated from Normal Schools.	Av'ge wages per month of male teachers in Public Schools.	Av'ge wages per month of female teachers in Public Schools.	Aggregate of months all the Public Schools have been kept during the school year.	Average No. of months the Public Schools have been kept for the entire year.	No. of Schools kept less than six months each.	No. of High Schools.	No. of teachers.	No. of pupils.	How supported.	Length. Months. Days.	Salary of Principal.
Bellingham, .	3	8	3	3	$36 33	$31 14	67–15	7–10	–	1	1	29	Taxation,	7–15	$348 75
Braintree, . .	4	14	4	1	74 37	32 50	170	10	–	1	2	101	Taxation,	10	1,400 00
Brookline, . .	3	36	14	14	193 33	63 00	300	9–15	–	1	4	119	Taxation,	10	2,700 00
Canton, . .	3	18	3	1	100 00	36 16	185	9–15	–	1	2	63	Taxation,	10	1,200 00
Cohasset, . .	2	13	2	1	62 50	37 91	120	10	–	1	2	95	Taxation,	10	1,000 00
Dedham, . .	6	25	12	11	105 83	45 67	299–15	9–19	–	1	3	129	Taxation,	10	1,800 00
Dover, . .	–	6	4	3	–	32 00	35–10	8–10	–	–	–	–	–	–	–
Foxborough, .	1	14	1	–	111 11	34 66	110	9–5	–	1	2	65	Taxation,	9–10	1,000 00
Franklin, . .	1	21	5	5	40 00	39 25	133–10	8–6	–	1	1	52	Taxation,	10	1,000 00
Holbrook, . .	1	10	4	3	110 00	37 25	100	10	–	1	2	63	Taxation,	10	1,100 00
Hyde Park, . .	5	29	4	3	128 00	45 00	309–15	9–19	–	1	3	83	Taxation,	10	1,600 00
Medfield, . .	3	3	5	3	63 84	36 00	47–10	9–10	–	1	1	54	Taxation,	9–10	871 45
Medway, . .	5	29	6	3	53 25	33 37	162	9	–	1	2	63	Taxation,	10	1,025 00
Milton, . .	5	12	5	5	128 00	52 33	140	10	–	1	2	43	Taxation,	10	1,800 00
Needham, . .	2	24	4	3	120 00	45 23	133–10	9–11	–	1	1	42	Taxation,	10	1,200 00
Norfolk, . .	–	9	2	1	–	33 33	49–10	9	–	–	–	–	–	–	–
Norwood, . .	1	14	6	4	119 87	39 54	95–5	9–10	–	1	2	63	Taxation,	9–11	1,142 85

Quincy, . .	7	57	10	8	97 86	41 31	430	10	–	1	3	107	Taxation,	10	1,400 00
Randolph, . .	4	18	8	7	107 66	35 20	171	9–10	–	1	2	76	Part tax,	10	1,2 0 00
Sharon, . .	2	7	–	–	71 50	32 16	54–5	7–15	–	1	1	41	Taxation,	9 10	760 00
Stoughton, . .	5	25	8	6	74 85	34 10	198	9	–	1	2	89	Taxation,	9	1,200 00
Walpole, . .	4	16	7	5	58 00	31 00	113–10	10	–	1	1	46	Taxation,	10	830 00
Wellesley, . .	2	15	4	3	130 00	45 27	107–10	9–15	–	1	2	53	Taxation,	10	1,400 00
Weymouth, . .	8	53	4	3	91 88	35 14	480	10	–	2	4	114	Taxation,	10	2,400 00
Wrentham, . .	3	13	3	3	81 91	34 25	103–2	8–12	–	1	1	34	Taxation,	9	800 00
Totals, . .	80	489	128	99	$93 88	$40 14	4,116–7	9–13	–	24	46	1,624	–	–	$29,178 05

NANTUCKET COUNTY — CONTINUED.

TOWNS.	Amount raised by taxes for Schools, including wages of teachers, board, fuel, care of fires and school rooms, for the school year 1881-82.	Expense of supervision by school committee.	Salary of Superintendent of Public Schools.	Expense of printing reports, etc.	Expense of sundries,—books, stationery, etc.	Amount expended for new school-houses.	Amount expended for alterations and permanent improvements.	Amount expended for ordinary repairs.	Amount paid for ALL school purposes from money raised by taxation.	Amount of voluntary contributions for Public Schools.
Nantucket, .	$4,490 06	$100 00	-	$22 13	$162 85	$613 75	-	$98 90	$5,487 69	-

NORFOLK COUNTY — CONTINUED.

TOWNS.	Amount raised by taxes for Schools, including wages of teachers, board, fuel, care of fires and school rooms, for the school year 1881-82.	Expense of supervision by school committee.	Salary of Superintendent of Public Schools.	Expense of printing reports, etc.	Expense of sundries,—books, stationery, etc.	Amount expended for new school-houses.	Amount expended for alterations and permanent improvements.	Amount expended for ordinary repairs.	Amount paid for ALL school purposes from money raised by taxation.	Amount of voluntary contributions for Public Schools.
Bellingham, .	$1,900 00	$85 00	$85 00	$22 00	$22 54	$2,625 52	-	$38 52	$4,693 58	-
Braintree, .	7,500 00	290 76	-	-	208 94	-	-	516 64	8,516 34	-
Brookline, .	36,650 00	2,750 00	2,450 00	-	-	-	$150 00	500 00	36,650 00	-
Canton, . .	10,400 00	1,100 00	1,100 00	74 47	1,142 96	-	336 60	388 50	13,674 43	-
Cohasset, . .	5,500 00	262 75	200 00	20 00	210 87	-	129 08	263 33	6,386 03	-
Dedham, . .	21,373 45	1,500 00	1,500 00	65 00	463 30	-	907 18	611 47	24,920 40	-
Dover, . .	1,100 00	30 00	-	24 00	21 54	-	104 52	4 94	1,285 00	-
Foxborough, .	5,300 00	231 75	-	30 48	284 92	-	-	149 74	5,996 14	-
Franklin, . .	6,300 00	435 00	-	-	210 28	1,281 00	-	78 00	8,304 28	-
Holbrook, .	5,000 00	255 00	-	-	-	4,425 00	-	175 00	9,825 00	-
Hyde Park, .	20,000 00	450 00	-	30 00	1,215 57	-	897 30	592 11	23,184 98	-
Medfield, . .	2,400 00	75 00	-	5 00	107 52	-	183 08	34 29	2,804 89	-
Medway, . .	7,000 00	297 61	-	23 91	225 85	-	-	547 15	8,094 52	-
Milton, . .	13,951 82	1,100 00	1,100 00	72 70	555 18	-	378 75	182 11	17,445 52	-
Needham, .	11,067 39	255 00	-	30 00	513 84	-	-	213 06	12,079 29	-
Norfolk, . .	1,500 00	86 13	-	15 00	20 68	-	-	160 43	1,182 24	-
Norwood, .	6,400 00	120 00	-	30 00	149 72	505 81	225 00	148 40	7,578 93	-

Quincy, . .	28,400 00	2,000 00	2,000 00	–	2,616 33	–	1,287 62	1,905 64	36,209 59	–
Randolph, .	8,797 72	310 00	–	–	176 00	–	695 72	25 00	10,004 44	–
Sharon, . .	2,000 00	103 50	–	25 00	119 50	–	–	89 25	2,337 25	–
Stoughton, .	10,291 89	491 37	–	45 00	334 82	–	1,321 16	188 21	12,675 45	–
Walpole, . .	5,000 00	295 52	–	36 00	276 69	–	–	260 67	5,868 88	–
Wellesley, .	7,500 00	225 00	–	–	534 23	–	416 70	112 82	8,788 75	–
Weymouth, .	26,000 00	1,400 00	–	115 00	1,486 18	10,000 00	332 36	1,575 27	40,908 81	–
Wrentham, .	5,200 00	309 50	–	10 00	363 90	12,667 45	–	74 03	18,624 88	$1,500 00
Totals, . .	$256,532 27	$14,458 89	$8,435 00	$673 56	$11,261 36	$31,504 78	$7,365 07	$8,834 58	$328,039 62	$1,500 00

NANTUCKET COUNTY — Concluded.

TOWNS.	Amount of local funds the income of which can be appropriated only for the support of Schools and Academies.	Income of local funds.	Income of surplus revenue and other funds, including the dog tax, used at the option of the town.	ACADEMIES AND PRIVATE SCHOOLS.						Town's share of school fund payable Jan. 25, 1882.	How much of said fund was used for apparatus and books of reference.
				No. of Academies.	Whole No. attending for the year.	Amount of tuition paid.	No. of Private Schools.	Whole No. attending for the year.	Estimated am'nt of tuition.		
Nantucket, . .	–	–	–	1	74	$560 00	–	–	–	$206 95	$10 50

NORFOLK COUNTY — Concluded.

TOWNS.	Amount of local funds the income of which can be appropriated only for the support of Schools and Academies.	Income of local funds.	Income of surplus revenue and other funds, including the dog tax, used at the option of the town.	ACADEMIES AND PRIVATE SCHOOLS.						Town's share of school fund payable Jan. 25, 1882.	How much of said fund was used for apparatus and books of reference.
				No. of Academies.	Whole No. attending for the year.	Amount of tuition paid.	No. of Private Schools.	Whole No. attending for the year.	Estimated am'nt of tuition.		
Bellingham, . .	$418 16	$25 09	$269 25	–	–	–	–	–	–	$221 87	$14 62
Braintree, . .	6,700 00	400 00	410 64	1	79	–	–	–	–	218 04	–
Brookline, . .	–	–	–	–	–	–	7	226	–	–	–
Canton, . . .	–	–	431 71	–	–	–	–	–	–	195 51	–
Cohasset, . .	1,000 00	40 40	215 38	–	–	–	–	–	–	191 91	47 97
Dedham, . .	1,000 00	60 00	–	–	–	–	3	40	$1,650 00	109 84	27 00
Dover, . . .	–	–	64 31	–	–	–	–	–	–	210 17	27 00
Foxborough, . .	–	–	311 48	–	–	–	–	–	–	202 98	19 00
Franklin, . .	100,000 00	6,000 00	–	1	114	$3,948 33	2	50	260 00	215 29	36 29
Holbrook, . .	–	–	158 82	–	–	–	–	–	–	186 72	–
Hyde Park, . .	–	–	–	–	–	–	2	20	650 00	242 48	–
Medfield, . .	3,760 20	239 04	139 25	–	–	–	–	–	–	170 44	32 12
Medway, . .	100 00	6 00	297 50	–	–	–	–	–	–	225 87	–
Milton, . . .	–	–	–	–	–	–	1	20	600 00	–	–
Needham, . .	1,000 00	–	–	–	–	–	–	–	–	202 07	–
Norfolk, . .	–	–	78 85	–	–	–	–	–	–	213 02	–
Norwood, . .	–	–	–	–	–	–	1	10	250 00	194 85	48 00

Quincy, . .	140,000 00	675 00	–	1	15	475 00	3	53	2,000 00	198 12	–
Randolph, . .	13,100 00	1,108 27	–	–	–	–	–	–	–	272 82	–
Sharon, . . .	2,360 00	171 78	144 00	–	–	–	–	–	–	171 97	–
Stoughton, . .	–	–	–	–	–	–	–	–	–	247 63	60 00
Walpole, . .	–	–	–	–	–	–	–	–	–	187 53	–
Wellesley, . .	–	–	242 70	–	–	–	–	–	–	187 94	–
Weymouth, . .	10,200 00	550 00	736 28	–	–	–	1	20	320 00	206 25	–
Wrentham, . .	1,818 26	109 08	261 71	–	–	–	–	–	–	189 97	–
Totals, . .	$281,456 62	$9,384 66	$3,761 88	3	208	$4,423 33	20	439	$5,730 00	$4,663 29	$312 00

PLYMOUTH COUNTY.

TOWNS.	Population — U. S. Census, 1880.	Valuation — 1881.	No. of Public Schools.	No. of persons in town May 1, 1881, between 5 and 15 years of age.	No. of persons in town May 1, 1881, between 8 and 14 years of age.	No. of different pupils of all ages in the Public Schools during the school year.	No. attending within the year under 5 years of age.	No. attending within the year over 15 years of age.	No. attending within the year between 8 and 14 years of age.	Average membership of all the Schools.	Average attendance in all the Public Schools during the school year.	The per cent. of attendance based upon the average membership.	No. of teachers required by the Public Schools.
Abington, . .	3,697	$1,760,938	16	650	380	744	7	75	403	626	534	·85	18
Bridgewater, .	3,620	2,020,479	19	638	333	702	11	51	348	612	524	·85	21
Brockton, . .	13,608	6,876,427	49	2,457	1,603	2,683	4	169	1,504	2,196	1,795	·82	52
Carver, . . .	1,039	515,194	8	195	129	217	2	19	129	174	148	·85	8
Duxbury, . .	2,196	1,072,438	10	350	194	357	9	56	189	291	261	·90	11
East Bridgewater, .	2,710	1,335,905	14	465	290	493	8	32	287	399	347	·86	15
Halifax, . . .	542	261,419	4	75	44	80	3	2	44	62	54	·89	4
Hanover, . .	1,897	1,069,181	9	330	210	304	4	27	204	280	245	·87	9
Hanson, . . .	1,309	503,069	7	238	128	247	9	11	131	183	159	·88	7
Hingham, . .	4,485	3,265,284	16	757	405	793	9	77	401	627	554	·86	18
Hull, . . .	383	1,316,124	2	61	29	63	2	7	31	45	38	·85	2
Kingston, . .	1,524	1,543,175	7	221	129	244	1	33	125	204	198	·97	7
Lakeville, . .	1,008	462,545	9	190	131	194	5	14	126	154	134	·87	9
Marion, . . .	958	583,505	6	176	82	160	–	3	82	149	137	·92	6
Marshfield, . .	1,785	1,033,080	10	239	165	268	1	34	161	212	182	·86	9
Mattapoisett, . .	1,365	1,261,659	6	198	146	191	3	15	146	194	164	·86	6
Middleborough, .	5,237	2,641,970	24	889	609	918	5	68	555	811	654	·80	27
Pembroke, . .	1,405	590,590	8	268	201	238	4	19	162	183	151	·82	8
Plymouth, . .	7,094	4,378,300	31	1,326	835	1,405	10	71	835	1,154	994	·86	33
Plympton, . .	694	290,095	5	105	56	126	3	14	59	95	84	·88	5
Rochester, . .	1,043	447,145	8	212	158	214	–	24	129	178	154	·82	8
Rockland, . .	4,553	2,054,855	19	868	608	942	–	70	598	856	760	·88	20
Scituate, . .	2,466	1,285,217	13	522	318	496	6	33	305	423	370	·87	13

South Abington, .	1,820	2,134,053	11	517	292	594	11	36	372	511	442	·86	12
South Scituate, .	3,024	937,241	10	322	180	350	11	17	168	270	223	·82	10
Wareham, . .	2,897	1,094,349	16	550	500	525	10	25	490	511	452	·89	16
West Bridgewater,	1,665	863,662	10	322	193	330	–	29	190	289	257	·82	12
Totals, . .	74,024	$41,597,896	347	13,141	8,348	13,878	138	1,031	8,174	11,689	10,015	·86	366

SUFFOLK COUNTY.

Boston, . . .	362,535	$665,554,597	486	61,056	–	60,000	–	4,264	24,462	52,611	46,902	·89	1,141
Chelsea, . .	21,785	15,761,537	64	3,884	2,266	4,443	–	315	1,870	3,262	2,947	·90	70
Revere, . . .	2,263	2,448,745	10	437	285	516	–	18	382	453	395	·87	10
Winthrop, . .	1,043	1,556,246	4	143	96	157	–	12	95	150	135	·90	4
Totals, . .	387,626	$685,321,125	564	65,520	2,647	65,116	–	4,609	26,809	56,476	50,379	·89	1,225

PLYMOUTH COUNTY — CONTINUED.

TOWNS.	Whole No. of different male teachers in school year.	Whole No. of different female teachers in school year.	No. of teachers who have attended Normal Schools.	No. of teachers who have graduated from Normal Schools.	Av'ge wages per month of male teachers in Public Schools.	Av'ge wages per month of female teachers in Public Schools.	Aggregate of months all the Public Schools have been kept during the school year.	Average No. of months the Public Schools have been kept for the entire year.	No. of Schools kept less than six months each.	HIGH SCHOOLS.					
										No. of High Schools.	No. of teachers.	No. of pupils.	How supported.	LENGTH. Months. Days.	Salary of Principal.
Abington, . .	4	24	9	7	$100 00	$34 10	160	10	–	2	4	115	Taxation,	10	$1,000 00 1,000 00
Bridgewater, .	4	20	13	13	75 00	30 00	168	8–17	–	1	3	85	Taxation,	9	1,100 00
Brockton, . .	6	46	–	17	96 00	37 43	470	9–12	–	1	3	125	Taxation,	10	1,700 00
Carver, . .	1	11	2	–	28 00	28 67	59–15	7–11	–	–	–	–	–	–	–
Duxbury, . .	3	14	2	1	54 00	32 00	91	9–1	–	1	2	55	Part tax,	10	1,000 00
E. Bridgewater,	2	22	9	9	76 50	29 38	112–4	8–12	–	1	2	62	Taxation,	10	1,050 00
Halifax, . .	–	6	3	3	–	24 00	32	8–3	–	–	–	–	–	–	–
Hanover, . .	1	12	2	2	72 00	30 00	81	9	–	1	1	40	Taxation,	9	648 00
Hanson, . .	1	8	4	3	36 00	29 71	59–10	8–10	–	–	–	–	–	–	–
Hingham, . .	8	16	9	8	96 00	41 83	160–10	10	–	1	2	87	Taxation,	10	1,600 00
Hull, . . .	1	3	–	–	50 00	35 00	18	9	–	–	–	–	–	–	–
Kingston, . .	1	8	3	1	120 00	37 33	64–15	9–5	–	1	1	40	Taxation,	9–5	1,110 00
Lakeville, . .	–	12	2	2	–	24 47	72	8	–	–	–	–	–	–	–
Marion, . .	1	6	2	1	41 33	27 00	53–11	8–9	–	–	–	–	–	–	–
Marshfield, .	–	11	6	6	–	30 00	86–5	8–19	1	–	–	–	–	–	–
Mattapoisett, .	2	5	3	2	33 00	34 00	54	9	–	1	1	37	Part tax,	10	600 00
Middleborough,	6	31	16	14	58 00	31 00	214	9	–	1	2	80	Taxation,	9–10	1,100 00
Pembroke, .	–	9	1	1	–	28 22	70	8–15	–	–	–	–	–	–	–
Plymouth, . .	4	33	7	7	102 50	32 35	300	9–15	–	1	3	140	Taxation,	10	1,500 00
Plympton, . .	1	6	2	1	30 00	28 00	36–5	7–5	–	–	–	–	–	–	–
Rochester, . .	3	9	5	4	30 00	28 00	50–15	6–7	–	–	–	–	–	–	–
Rockland, . .	6	17	5	3	57 33	34 66	175–15	9–5	–	1	2	54	Taxation,	10	1,200 00

Scituate, . .	1	16	3	3	111 11	29 45	117–10	9	–	1	1	37	Taxation,	9–5	1,000 00
South Abington,	2	12	4	–	110 00	34 37	100	9–2	–	1	2	103	Taxation,	10	1,000 00
South Scituate, .	6	9	3	3	36 00	27 50	92–10	9–8	–	–	–	–	–	–	–
Wareham, . .	2	16	3	2	75 00	40 00	121–10	8–2	–	1	2	70	Taxation,	9–10	1,100 00
W. Bridgewater,	4	8	5	4	56 50	34 50	81	8	–	–	–	–	–	–	–
Totals, . .	70	390	123	117	$70 23	$32 61	3,101–15	8–19	1	16	31	1,130	–	–	$17,708 00

SUFFOLK COUNTY — CONTINUED.

Boston, . .	133	1,008	600	600	$254 26	$72 95	4,909	10–1	–	11	88	2,389	Taxation,	10	$37,044 00*
Chelsea, . .	4	66	15	13	180 00	53 83	620	10	1	1	5	182	Taxation,	10	2,800 00
Revere, . .	1	10	2	1	90 00	40 00	93	10	–	–	–	–	–	–	–
Winthrop, . .	1	4	2	–	54 00	34 70	36	9	–	–	–	–	–	–	–
Totals, . .	139	1,088	619	614	$262 45	$71 35	5,658	10	1	12	93	2,571	–	–	$39,844 00

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* Five, at $3,780; three at $3,168; three at $2,880.

PLYMOUTH COUNTY — CONTINUED.

TOWNS.	Amount raised by taxes for Schools, including wages of teachers, board, fuel, care of fires and school-rooms, for the school year 1881-82.	Expense of supervision by school committee.	Salary of Superintendent of Public Schools.	Expense of printing reports, etc.	Expense of sundries,—books, stationery, etc.	Amount expended for new school-houses.	Amount expended for alterations and permanent improvements.	Amount expended for ordinary repairs.	Amount paid for ALL school purposes from money raised by taxation.	Amount of voluntary contributions for Public Schools.
Abington, .	$7,900 00	$417 59	–	$65 00	$979 36	–	–	$773 08	$10,135 03	–
Bridgewater, .	7,800 00	285 00	–	40 00	275 00	–	$75 00	200 00	8,675 00	–
Brockton, .	23,750 00	662 46	–	140 00	1,000 00	$13,750 00	2,000 00	2,000 00	43,302 46	–
Carver, . .	1,200 00	78 75	–	18 00	25 00	–	–	137 00	1,458 75	–
Duxbury, . .	2,500 00	198 00	–	30 00	148 31	–	–	73 14	2,949 45	–
E. Bridgewater,	5,000 00	194 35	–	–	300 00	–	–	350 00	5,844 35	–
Halifax, . .	700 00	40 00	–	25 00	–	–	167 02	–	932 02	–
Hanover, . .	2,750 00	150 00	–	25 00	43 00	–	100 00	30 00	3,098 00	–
Hanson, . .	1,600 00	125 00	–	30 00	25 00	–	–	100 00	1,880 00	–
Hingham, .	11,813 82	230 00	$187 50	–	156 10	–	325 69	568 72	13,281 83	–
Hull, . .	850 00	42 00	–	15 00	2 27	–	2 90	10 68	922 85	–
Kingston, .	3,800 00	200 00	–	50 00	137 84	–	–	155 50	4,343 34	–
Lakeville, .	1,500 00	125 00	–	20 00	5 00	–	–	200 00	1,850 00	–
Marion, . .	1,400 00	60 00	60 00	15 00	–	2,300 00	–	100 00	3,875 00	–
Marshfield, .	2,523 40	215 86	–	30 00	12 00	–	1,410 29	127 47	4,319 02	–
Mattapoisett, .	1,850 00	55 00	–	9 00	154 00	–	160 00	236 00	2,464 00	–
Middleborough,	9,000 00	339 00	–	34 83	377 04	–	–	474 34	10,225 21	–
Pembroke, .	1,750 00	139 75	–	8 00	25 00	–	–	50 00	1,972 75	–
Plymouth, .	17,500 00	500 00	500 00	45 00	191 00	2,176 48	1,004 96	800 00	22,217 44	–
Plympton, .	800 00	50 00	–	9 75	8 25	–	–	5 00	873 00	–
Rochester, .	1,200 00	95 00	–	–	–	1,236 20	–	73 64	1,309 84	–
Rockland, .	8,000 00	270 00	–	40 00	600 00	–	1,100 00	600 00	9,670 00	–
Scituate, . .	4,000 00	175 00	–	25 00	88 23	–	–	365 58	4,653 81	–

So. Abington, .	4,800 00	333 50	-	-	-	1,200 00	-	600 00	6,933 50	-
South Scituate,	2,800 00	163 10	-	33 00	25 00	-	255 25	92 00	3,368 35	-
Wareham, .	4,800 00	204 00	-	20 00	15 00	-	-	300 00	5,339 00	-
W. Bridgewater,	3,000 00	163 20	125 00	-	15 29	-	135 39	222 10	3,535 98	-
Totals, . .	$134,587 22	$5,511 56	$872 50	$727 58	$4,607 69	$20,662 68	$6,736 50	$8,644 25	$179,429 98	-

SUFFOLK COUNTY — CONTINUED.

Boston, . .	$1,196,492 59	$55,993 83	$4,200 00	$1,800 00	$137,305 86	$139,126 88	$178,008 88	-	$1,708,728 04	-
Chelsea, . .	49,449 19	1,800 00	1,800 00	129 00	1,356 71	6,500 00	520 00	$1,080 00	60,834 90	-
Revere, . .	5,500 00	155 00	-	20 97	103 70	-	199 92	52 23	6,164 82	-
Winthrop, .	1,400 00	75 00	-	14 00	-	6,000 00	-	-	7,489 00	-
Totals, . .	$1,252,841 78	$58,023 83	$6,000 00	$1,963 97	$138,766 27	$151,626 88	$178,728 80	$1,132 23	$1,783,216 76	-

PLYMOUTH COUNTY — CONCLUDED.

TOWNS.	Amount of local funds the income of which can be appropriated only for the support of Schools and Academies.	Income of local funds.	Income of surplus revenue and other funds, including the dog tax, used at the option of the town.	ACADEMIES AND PRIVATE SCHOOLS.						Town's share of school fund payable Jan. 25, 1882.	How much of said fund was used for apparatus and books of reference.
				No. of Academies.	Whole No. attending for the year.	Amount of tuition paid.	No. of Private Schools.	Whole No. attending for the year.	Estimated am'nt of tuition.		
Abington, . .	–	–	–	–	–	–	–	–	–	$214 28	–
Bridgewater, .	$5,700 00	$352 00	$272 46	–	–	–	–	–	–	216 41	–
Brockton, . .	300 00	18 00	382 60	–	–	–	1	30	$300 00	230 56	–
Carver, . . .	5,592 00	245 00	81 17	–	–	–	–	–	–	217 70	–
Duxbury, . .	24,600 00	1,490 00	190 81	1	55	–	–	–	–	187 63	–
East Bridgewater,	–	–	–	–	–	–	–	–	–	198 52	–
Halifax, . .	–	–	–	–	–	–	–	–	–	208 34	–
Hanover, . .	1,000 00	45 00	117 00	1	40	$450 00	–	–	–	183 56	$16 00
Hanson, . .	–	–	93 78	–	–	–	–	–	–	225 02	–
Hingham, . .	30,000 00	1,800 00	–	1	75	475 00	3	40	800 00	170 78	–
Hull, . . .	–	–	65 98	–	–	–	–	–	–	155 39	5 39
Kingston, . .	–	–	101 57	–	–	–	–	–	–	172 07	–
Lakeville, . .	–	–	–	–	–	–	–	–	–	222 38	–
Marion, . . .	–	–	–	1	25	2,000 00	–	–	–	217 08	–
Marshfield, . .	–	–	–	–	–	–	–	–	–	175 12	6 50
Mattapoisett, .	8,552 00	343 00	–	–	–	–	–	–	–	170 85	–
Middleborough, .	15,000 00	750 00	–	–	–	–	3	80	420 00	238 38	–
Pembroke, . .	–	–	113 13	–	–	–	–	–	–	227 26	–
Plymouth, . .	–	–	–	–	–	–	2	30	3,450 00	229 36	–
Plympton, . .	–	–	80 22	–	–	–	–	–	–	212 00	–
Rochester, . .	–	–	93 98	–	–	–	–	–	–	221 06	–
Rockland, . .	–	–	–	–	–	–	–	–	–	239 80	–
Scituate, . .	–	–	135 00	–	–	–	–	–	–	203 39	–

South Abington, .	–	–	176 10	–	–	–	–	–	–	204 21	–
South Scituate, .	–	–	125 00	–	–	–	–	–	–	232 14	–
Wareham, . .	–	–	271 50	–	–	–	1	12	100 00	205 94	–
West Bridgewater,	–	–	200 79	–	–	–	–	–	–	231 94	–
Totals, . .	$90,744 00	$5,043 00	$2,501 09	4	195	$2,925 00	10	192	$5,070 00	$5,611 17	$27 89

SUFFOLK COUNTY — CONCLUDED.

Boston, . . .	$47,373 22	$2,964 84	$188,806 56	22	5,107	$290,000 00	70	2,761	$160,000 00	–	–
Chelsea, . .	–	–	–	–	–	–	2	366	4,000 00	–	–
Revere, . . .	–	–	148 00	–	–	–	–	–	–	$190 78	–
Winthrop, . .	–	–	110 00	–	–	–	–	–	–	165 56	–
Totals, . .	$47,373 22	$2,964 84	$189,064 56	22	5,107	$290,000 00	72	3,127	$164,000 00	$356 34	–

WORCESTER COUNTY.

TOWNS.	Population — U. S. Census, 1880.	Valuation — 1881.	No. of Public Schools.	No. of persons in town May 1, 1881, between 5 and 15 years of age.	No. of persons in town May 1, 1881, between 8 and 14 years of age.	No. of different pupils of all ages in the Public Schools during the school year.	No. attending within the year under 5 years of age.	No. attending within the year over 15 years of age.	No. attending within the year between 8 and 14 years of age.	Average membership of all the Schools.	Average attendance in all the Public Schools during the school year.	The per cent. of attendance based upon the aver'ge membership.	No. of teachers required by the Public Schools.
Ashburnham,	1,666	$921,683	12	301	180	352	6	44	210	242	231	·92	12
Athol,	4,307	2,334,235	20	729	428	836	13	51	479	670	621	·92	20
Auburn,	1,317	474,110	7	217	161	273	3	16	168	183	153	·84	7
Barre,	2,418	1,472,225	13	381	218	430	12	59	218	313	281	·89	14
Berlin,	977	491,263	5	199	129	214	4	42	120	189	167	·89	5
Blackstone,	4,908	2,016,500	20	993	571	1,064	17	44	523	809	713	·88	24
Bolton,	903	486,918	7	143	102	177	–	28	97	151	129	·80	7
Boylston,	854	506,360	7	182	109	190	8	27	107	154	126	·82	7
Brookfield,	2,820	1,218,253	14	477	320	617	3	59	326	465	417	·89	14
Charlton,	1,900	1,028,280	12	330	206	360	8	34	200	277	245	·88	12
Clinton,	8,030	4,823,592	27	1,657	974	1,671	–	86	1,069	1,315	1,199	·91	30
Dana,	736	284,359	6	105	58	128	2	14	60	90	85	·94	6
Douglas,	2,241	1,118,597	12	430	209	372	15	32	116	303	274	·90	12
Dudley,	2,804	930,490	14	637	448	722	17	56	437	560	460	·82	14
Fitchburg,	12,405	9,508,584	49	2,473	1,336	2,493	24	158	1,575	2,083	1,866	·89	54
Gardner,	4,988	2,466,381	17	934	650	920	4	61	564	812	598	·73	20
Grafton,	4,030	1,958,288	19	761	496	897	8	11	475	748	561	·75	21
Hardwick,	2,233	1,031,245	14	465	322	550	2	50	314	404	367	·90	14
Harvard,	1,253	831,362	10	177	120	230	3	19	146	188	171	·91	10
Holden,	2,499	999,485	12	492	335	488	4	47	308	445	384	·86	12
Hubbardston,	1,386	803,429	10	247	155	298	6	39	160	217	202	·93	10
Lancaster,	2,008	2,139,765	9	350	200	392	4	54	183	302	248	·82	11
Leicester,	2,779	1,618,386	14	567	348	628	7	35	340	473	436	·90	15
Leominster,	5,776	3,747,885	20	892	558	1,090	4	105	600	863	782	·90	22
Lunenburg,	1,101	690,108	8	141	99	166	1	23	93	132	119	·83	8

Mendon, . .	1,094	612,941	8	199	125	227	6	34	125	204	191	·93	8
Milford, . .	9,310	4,620,044	39	1,870	1,155	2,203	–	213	1,145	1,640	1,475	·90	42
Millbury, . .	4,741	2,216,267	17	951	527	918	–	68	555	725	667	·92	18
New Braintree, .	610	470,547	6	100	74	134	3	14	74	104	97	·93	6
Northborough, .	1,676	1,115,477	8	289	176	316	5	24	170	238	203	·85	8
Northbridge, .	4,053	1,877,321	16	800	492	878	2	41	511	659	585	·89	16
North Brookfield, .	4,459	1,882,007	18	839	503	816	2	47	503	633	581	·91	19
Oakham, . .	869	359,828	6	130	92	160	4	14	49	119	103	·86	6
Oxford, . . .	2,604	1,353,750	13	484	400	531	–	25	400	393	347	·86	13
Paxton, . . .	592	281,087	6	116	59	122	–	19	59	91	78	·85	5
Petersham, . .	1,109	593,736	9	168	97	191	2	35	101	163	149	·91	9
Phillipston, . .	621	271,980	6	112	75	134	2	22	66	90	80	·89	6
Princeton, . .	1,100	846,942	9	128	90	184	6	23	104	124	111	·89	9
Royalston, . .	1,192	684,130	11	197	125	243	6	68	125	196	180	·92	10
Rutland, . .	1,060	494,258	10	243	130	256	1	19	130	184	166	·90	10
Shrewsbury, . .	1,500	1,103,450	9	289	111	327	7	32	196	264	232	·88	9
Southborough, .	2,142	1,294,743	10	337	189	352	8	29	192	267	243	·90	11
Southbridge, . .	6,465	2,983,557	28	1,390	807	1,312	26	45	774	872	746	·85	29
Spencer, . .	7,466	3,178,040	27	1,546	876	1,517	7	99	798	1,154	969	·84	30
Sterling, . .	1,414	921,848	12	279	165	287	3	33	173	199	179	·90	12
Sturbridge, . .	2,062	1,010,900	15	397	239	425	11	9	259	281	248	·88	15
Sutton, . .	3,105	1,367,598	13	748	300	271	8	50	216	431	340	·79	16
Templeton, . .	2,789	1,071,227	14	517	346	558	4	52	384	474	435	·92	15
Upton, . . .	2,023	831,599	11	306	226	356	7	35	197	286	264	·92	12
Uxbridge, . .	3,111	1,935,280	16	435	380	615	9	45	350	528	493	·93	16
Warren, . .	3,889	2,051,191	19	861	510	860	2	48	545	578	510	·88	20
Webster, . .	5,696	2,085,747	17	1,118	792	1,200	–	45	710	817	714	·87	18
Westborough, .	5,214	2,476,685	18	866	619	929	15	93	586	691	623	·90	20
West Boylston, .	2,994	1,032,280	11	543	344	585	9	38	340	331	291	·88	12
West Brookfield, .	1,917	865,352	11	334	300	364	6	34	173	284	246	·85	10
Westminster, .	1,652	812,484	12	259	216	302	3	18	134	239	199	·83	12
Winchendon, .	3,722	1,843,820	18	644	464	721	13	70	464	572	504	·88	19
Worcester, . .	58,295	42,606,539	193	11,363	7,909	11,447	–	570	7,100	8,860	8,069	·91	215
Totals, . .	226,885	$131,054,438	994	43,138	27,645	45,299	352	3,205	26,596	35,079	31,153	·89	1,057

WORCESTER COUNTY — CONTINUED.

TOWNS.	Whole No. of different male teachers in school year.	Whole No. of different female teachers in school year.	No. of teachers who have attended Normal Schools.	No. of teachers who have graduated from Normal Schools.	Av'ge wages per month of male teachers in Public Schools.	Av'ge wages per month of female teachers in Public Schools.	Aggregate of months all the Public Schools have been kept during the school year.	Average No. of months the Public Schools have been kept for the entire year.	No. of Schools kept less than six months each.	HIGH SCHOOLS.					
										No. of High Schools.	No. of teachers.	No. of pupils.	How supported.	LENGTH.	Salary of Principal.
														Months. Days.	
Ashburnham, .	1	16	–	–	$32 00	$28 16	86–19	6–18	–	* 1	6	43	Taxation,	9–5	$700 00
Athol, . .	3	22	5	4	79 16	32 65	152–10	8–1	–	1	1	57	Taxation,	9–15	1,200 00
Auburn, . .	1	9	4	–	28 00	25 60	48–15	6–19	–	–	–	–	–	–	–
Barre, . .	4	20	9	–	47 92	31 33	105	8–2	–	1	2	50	Taxation,	9	700 00
Berlin, . .	–	6	3	2	–	32 00	35	7	–	–	–	–	–	–	–
Blackstone, .	2	27	6	2	67 70	30 17	155–6	7–15	1	1	2	60	Taxation,	9	966 66
Bolton, . .	2	8	1	1	60 00	29 21	54	7–14	–	1	1	40	Not by tax,	10	600 00
Boylston, . .	1	7	–	–	55 00	31 98	50–15	7–19	–	1	1	29	Taxation,	2–15	151 25
Brookfield, .	2	17	4	3	84 50	32 25	108	7–14	1	1	1	36	Taxation,	9–10	803 66
Charlton, . .	5	12	1	1	37 25	28 50	88–15	7–8	1	–	–	–	–	–	–
Clinton, . .	2	28	3	3	104 00	41 85	262–17	9–15	–	1	2	74	Taxation,	10	1,600 00
Dana, . .	–	9	1	–	–	20 00	40	6–14	–	–	–	–	–	–	–
Douglas, . .	2	15	3	3	36 00	32 19	98–5	8–19	–	1	1	31	Taxation,	9	900 00
Dudley, . .	7	16	–	–	40 00	31 30	115–10	8–4	–	1	1	49	Taxation,	10	1,000 00
Fitchburg, . .	9	63	12	10	102 00	38 90	480	9–15	–	1	6	185	Taxation,	10	1,500 00
Gardner, . .	2	21	4	4	73 50	38 88	127–10	7–10	–	1	3	52	Taxation,	9–15	1,183 33
Grafton, . .	1	24	5	2	111 11	36 00	152	8–8	–	1	2	60	Taxation,	9	1,000 00
Hardwick, . .	5	22	1	–	25 60	26 12	96–10	6–18	–	–	–	–	–	–	–
Harvard, . .	1	12	–	–	35 00	29 00	62–4	6–3	1	–	–	–	–	–	–
Holden, . .	2	20	2	1	75 00	31 28	86–10	7–13	–	1	1	40	Taxation,	9	675 00
Hubbardston, .	3	17	4	2	42 33	28 00	69	6–18	–	–	–	–	–	–	–
Lancaster, . .	2	11	1	1	150 00	47 50	73–5	8	–	1	3	66	Taxation,	9–5	1,350 00
Leicester, . .	4	13	4	3	57 67	33 11	120–5	8–14	–	1	2	29	Taxation,	9	900 00
Leominster, .	3	23	3	2	86 22	39 54	183–5	8–7	–	1	4	83	Part tax,	10	1,700 00
Lunenburg, .	1	9	4	2	27 33	26 00	45	6	–	–	–	–	–	–	–

Mendon, . .	2	10	3	3	41 50	24 00	58-10	7-12	-	1	1	44	Taxation,	6	330 00
Milford, . .	3	42	11	4	98 88	38 85	364	9	-	1	4	203	Taxation,	10	1,500 00
Millbury, . .	3	20	6	5	80 29	37 70	150	8-16	-	1	2	79	Taxation,	10	1,400 00
New Braintree, .	1	8	1	1	32 00	30 00	43-2	7-1	-	-	-	-	-	-	-
Northborough, .	1	9	3	2	108 10	37 62	65-5	8-4	-	1	1	38	Taxation,	9-5	1,000 00
Northbridge, .	1	17	11	11	120 00	42 68	145-10	9-2	-	1	1	39	Taxation,	9-10	1,200 00
North Brookfield,	4	25	4	4	72 50	35 00	138	7-14	-	1	2	70	Taxation,	9-15	1,100 00
Oakham, . .	1	7	-	-	28 00	20 50	39	6-10	-	-	-	-	-	-	-
Oxford, . .	4	13	5	-	51 56	30 86	97-16	7-11	-	1	1	35	Taxation,	10	750 00
Paxton, . .	-	6	1	1	-	26 00	32-10	6-10	-	-	-	-	-	-	-
Petersham, .	1	13	5	2	28 00	26 66	59-15	6-13	-	1	1	60	Taxation,	7-10	375 00
Phillipston, .	-	9	1	1	-	24 25	36-5	6	1	-	-	-	-	-	-
Princeton, . .	1	11	2	1	30 00	25 18	63	7	-	-	-	-	-	-	-
Royalston, . .	5	13	4	4	33 60	28 47	75	7-10	-	-	-	-	-	-	-
Rutland, . .	2	12	2	-	29 00	24 00	60	6	-	-	-	-	-	-	-
Shrewsbury, .	3	9	1	1	73 33	33 45	70-10	7-17	-	1	1	39	Taxation,	9	660 00
Southborough, .	3	14	7	5	70 00	32 00	86-5	8-13	-	1	2	55	Taxation,	9-12	900 00
Southbridge, .	3	28	-	-	57 33	32 88	203-5	7-6	-	1	2	35	Taxation,	10	1,000 00
Spencer, . .	3	32	12	2	59 00	34 40	224-15	8-16	-	1	2	65	Taxation,	10	1,200 00
Sterling, . .	2	13	4	3	34 00	30 91	90	7-10	-	-	-	-	-	-	-
Sturbridge, .	-	17	-	-	-	25 38	118	7-17	1	-	-	-	-	-	-
Sutton, . .	1	15	-	-	88 88	32 66	103-10	6-4	1	1	1	34	Taxation,	9	800 00
Templeton, .	1	15	2	-	115 00	30 00	107-10	7-14	-	1	2	88	Taxation,	10	1,150 00
Upton, . .	4	11	2	2	58 00	33 54	84	7-13	-	1	2	61	Taxation,	9	900 00
Uxbridge, . .	3	15	5	2	61 33	31 50	128-11	8-10	-	1	1	36	Taxation,	9-10	1,150 00
Warren, . .	5	23	5	4	65 50	34 30	151-12	8-9	2	1	2	47	Taxation,	9-5	800 00
Webster, . .	6	17	1	-	61 21	34 46	140-5	8-5	-	1	2	82	Taxation,	10	1,150 00
Westborough, .	2	25	5	5	73 32	37 00	149-13	8-4	-	1	3	104	Taxation,	9-15	900 00
West Boylston, .	1	11	1	-	88 88	30 00	84	8-5	-	1	2	68	Taxation,	9	800 00
West Brookfield,	2	11	1	1	53 00	28 00	86-10	8-12	-	-	-	-	-	-	-
Westminster, .	2	17	8	4	57 67	27 27	89	7-8	-	1	1	55	Taxation,	9	519 00
Winchendon, .	4	18	2	2	57 41	32 70	119-5	6-12	-	1	2	57	Taxation,	9	733 33
Worcester, .	17	198	135	135	131 91	53 70	1,836-19	10	-	1	12	570	Taxation,	10	2,430 00
Totals, . .	156	1,151	330	251	$69 79	$36 47	8,198-4	8-5	9	40	89	2,948	-	-	$39,677 23

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* High School united with Cushing Academy.

WORCESTER COUNTY — CONTINUED.

TOWNS.	Amount raised by taxes for Schools, including wages of teachers, board, fuel, care of fires and school rooms, for the school year 1881-82.	Expense of supervision by school committee.	Salary of Superintendent of Public Schools.	Expense of printing reports, etc.	Expenses of sundries,—books, stationery, etc.	Amount expended for new school-houses.	Amount expended for alterations and permanent improvements.	Amount expended, for ordinary repairs.	Amount paid for ALL school purposes from money raised by taxation.	Amount of voluntary contributions for Public Schools.
Ashburnham, . .	$2,800 00	$124 87	–	$16 80	$12 15	$105 00	–	$80 40	$3,139 22	–
Athol, . .	6,500 00	300 00	–	39 00	158 77	1,251 68	–	273 02	8,522 47	–
Auburn, . .	1,150 00	80 00	–	10 00	30 00	–	–	189 00	1,459 00	–
Barre, . .	4,600 00	213 15	–	18 00	163 32	1,909 46	–	15 37	6,919 30	–
Berlin, . .	1,000 00	66 00	–	10 00	26 00	–	$925 18	50 00	2,077 27	–
Blackstone, .	7,700 00	300 00	$300 00	40 00	216 77	–	2,780 07	223 56	11,220 40	–
Bolton, . .	1,300 00	79 50	–	15 00	12 85	–	411 44	8 41	1,827 19	–
Boylston, . .	1,650 00	94 00	–	8 00	8 00	–	–	–	1,760 00	–
Brookfield, .	4,702 00	120 00	–	20 00	16 00	–	–	93 00	5,011 00	–
Charlton, . .	3,000 00	130 75	–	–	10 00	–	555 49	26 43	3,722 67	–
Clinton, . .	16,871 28	450 00	–	72 00	266 71	–	1,073 19	163 85	18,907 83	–
Dana, . .	700 00	56 00	–	19 00	550 00	–	–	90 90	871 40	–
Douglas, . .	4,100 00	150 00	–	5 00	20 00	–	–	10 00	4,285 00	–
Dudley, . .	4,500 00	119 50	–	25 00	–	6,000 00	–	200 00	10,894 50	$1,000 00
Fitchburg, .	30,546 97	1,800 00	1,800 00	50 00	2,664 83	–	–	1,875 55	36,937 35	–
Gardner, . .	7,500 00	375 00	–	39 00	180 00	–	–	386 50	8,480 50	–
Grafton, . .	7,300 00	688 75	–	25 00	183 25	–	164 53	505 12	8,866 65	–
Hardwick, .	2,500 00	140 00	–	18 00	19 04	269 55	–	104 07	3,050 66	–
Harvard, . .	1,800 00	125 00	–	20 00	10 18	1,600 00	–	105 00	3,660 18	–
Holden, . .	3,602 00	193 75	–	15 00	–	1,200 00	400 00	200 00	5,610 75	–
Hubbardston, .	2,000 00	150 00	–	35 00	10 00	–	–	50 00	2,245 00	–
Lancaster, .	4,464 64	262 09	–	43 40	396 36	–	687 46	85 82	5,939 77	–
Leicester, .	5,400 00	–	–	–	310 92	–	–	179 76	5,890 68	–
Leominster, .	10,500 00	268 75	–	50 00	350 00	–	–	600 00	11,768 75	–
Lunenburg, .	1,200 00	75 50	–	12 00	15 00	–	–	30 00	1,332 50	–

Mendon, . .	1,300 00	75 00	75 00	30 00	37 07	–	470 23	9 80	1,922 10	–
Milford, . .	18,600 00	1,500 00	1,500 00	10 00	789 56	–	–	907 23	21,806 79	–
Millbury, . .	8,000 00	300 00	–	60 20	447 52	–	–	280 63	9,088 35	–
New Braintree,	1,288 35	86 00	–	17 00	8 65	–	–	395 18	1,795 18	–
Northborough,	3,200 00	105 00	–	20 00	128 94	–	134 38	77 59	3,665 91	–
Northbridge, .	7,450 00	205 00	–	50 00	321 70	–	–	328 79	8,100 49	–
N. Brookfield, .	6,500 00	347 25	–	50 00	–	–	–	120 56	7,017 81	–
Oakham, . .	750 00	96 50	–	10 00	8 00	–	122 00	8 00	994 50	–
Oxford, . .	4,500 00	250 00	–	56 00	173 15	4,000 00	–	125 00	9,104 15	–
Paxton, . .	1,000 00	50 00	–	11 00	30 44	–	–	53 89	1,145 11	–
Petersham, .	1,612 00	120 00	–	14 00	58 75	–	101 17	33 83	1,939 75	–
Phillipston, .	850 00	65 50	–	14 00	11 00	–	46 00	30 00	1,016 50	–
Princeton, .	1,600 00	110 52	–	6 00	22 12	–	464 92	72 81	2,276 37	–
Royalston, .	1,500 00	110 25	–	19 75	23 77	–	22 35	32 17	1,708 29	–
Rutland, . .	1,660 00	113 75	–	8 00	73 36	–	–	71 40	1,926 51	–
Shrewsbury, .	2,700 00	207 00	–	15 00	189 89	–	–	45 16	3,157 05	–
Southborough, .	4,000 00	150 00	–	15 00	210 00	–	39 50	209 38	4,623 88	–
Southbridge, .	10,150 00	405 00	–	19 32	150 00	–	–	478 00	11,202 32	–
Spencer, . .	11,550 00	195 79	–	50 00	155 60	–	216 37	651 04	11,795 79	110 00
Sterling, . .	2,800 00	116 25	–	20 00	–	–	–	68 20	3,004 45	–
Sturbridge, .	3,500 00	172 72	–	18 00	–	–	501 63	52 23	4,244 58	–
Sutton, . .	4,400 00	150 00	–	5 00	6 73	–	–	–	4,561 73	–
Templeton, .	4,500 00	123 28	–	28 80	253 35	–	220 00	185 00	5,310 43	–
Upton, . .	4,100 00	208 75	–	20 00	64 12	–	–	169 37	4,562 24	–
Uxbridge, .	6,000 00	150 00	–	70 00	68 96	–	269 33	207 79	6,766 08	–
Warren, . .	7,215 40	266 67	266 67	–	265 66	3,165 59	–	726 07	11,639 39	–
Webster, . .	8,000 00	225 00	–	25 00	265 91	3,000 00	417 67	270 55	12,204 13	–
Westborough, .	8,550 00	700 00	700 00	–	95 59	–	302 88	479 39	10,127 86	–
West Boylston,	4,000 00	150 00	–	28 00	50 00	–	179 23	277 53	4,684 76	120 00
W. Brookfield, .	3,100 00	115 00	–	22 50	43 70	–	–	33 54	3,314 74	42 00
Westminster, .	2,750 00	135 25	–	–	118 98	–	180 08	126 60	3,310 91	24 00
Winchendon, .	5,058 13	283 00	–	57 30	160 24	–	–	274 87	5,833 54	–
Worcester, .	134,203 10	3,621 08	2,721 08	140 62	3,969 33	48,048 94	744 29	6,136 07	200,484 51	–
Totals, . .	$423,773 87	$17,272 17	$7,362 75	$1,515 69	$13,287 83	$70,550 22	$11,429 39	$18,483 43	$558,736 24	$1,296 00

WORCESTER COUNTY — CONCLUDED.

TOWNS.	Amount of local funds the income of which can be appropriated only for the support of Schools and Academies.	Income of local funds.	Income of surplus revenue and other funds, including the dog tax, used at the option of the town.	ACADEMIES AND PRIVATE SCHOOLS.						Town's share of school fund payable Jan. 25, 1882.	How much of said fund was used for apparatus and books of reference.
				No. of Academies.	Whole No. attending for the year.	Amount of tuition paid.	No. of Private Schools.	Whole No. attending for the year.	Estimated am'nt of tuition.		
Ashburnham,	$120,000 00	$6,700 00	$102 44	1	* 43	$1,754 00	1	7	$50 00	$231 12	$32 26
Athol,	–	–	218 66	–	–	–	–	–	–	218 85	52 36
Auburn,	–	–	–	–	–	–	–	–	–	223 29	–
Barre,	–	–	181 21	–	–	–	–	–	–	185 09	–
Berlin,	2,020 00	121 20	92 35	–	–	–	–	–	–	219 42	48 00
Blackstone,	–	–	270 99	–	–	–	–	–	–	247 43	–
Bolton,	12,000 00	713 66	–	–	–	–	–	–	–	215 05	–
Boylston,	–	–	–	–	–	–	–	–	–	216 07	–
Brookfield,	–	–	126 68	–	–	–	–	–	–	199 33	–
Charlton,	3,035 00	101 40	–	–	–	–	–	–	–	180 42	–
Clinton,	–	–	–	–	–	–	1	40	400 00	269 94	–
Dana,	–	–	37 45	–	–	–	–	–	–	210 99	42 75
Douglas,	941 34	56 48	–	–	–	–	1	50	600 00	191 90	–
Dudley,	6,000 00	360 00	133 29	† 1	–	–	–	–	–	261 33	31 50
Fitchburg,	–	–	76 47	–	–	–	1	25	200 00	238 39	218 45
Gardner,	1,000 00	50 00	–	–	–	–	–	–	–	235 33	–
Grafton,	1,000 00	65 00	–	–	–	–	–	–	–	232 38	–
Hardwick,	200 00	12 00	129 43	–	–	–	–	–	–	196 17	30 25
Harvard,	–	–	–	1	23	220 00	–	–	–	220 03	–
Holden,	–	–	186 72	–	–	–	–	–	–	249 33	–
Hubbardston,	1,200 00	72 00	–	–	–	–	–	–	–	222 58	–
Lancaster,	–	–	–	–	–	–	1	6	100 00	178 37	216 36
Leicester,	48,000 00	3,000 00	369 89	‡ 1	–	–	–	–	–	206 34	18 00
Leominster,	1,143 33	650 00	–	–	–	–	–	–	–	189 61	47 70
Lunenburg,	–	–	114 56	–	–	–	1	22	80 00	214 64	–

Mendon,	–	–	107 95	–	–	–	–	–	–	219 93	–
Milford,	–	–	214 81	–	–	–	2	40	500 00	292 62	61 00
Millbury,	–	–	–	–	–	–	2	30	675 00	248 24	–
New Braintree,	–	–	–	–	–	–	–	–	–	211 81	13 31
Northborough,	5,000 00	150 00	–	–	–	–	–	–	–	175 32	–
Northbridge,	–	–	151 00	–	–	–	–	–	–	236 45	56 30
North Brookfield,	–	–	250 60	–	–	–	1	27	200 00	231 26	–
Oakham,	–	–	96 39	–	–	–	–	–	–	213 73	–
Oxford,	–	–	–	–	–	–	–	–	–	200 34	–
Paxton,	–	–	–	–	–	–	–	–	–	211 81	30 44
Petersham,	735 00	36 75	–	–	–	–	–	–	–	217 29	5 55
Phillipston,	–	–	62 79	–	–	–	–	–	–	212 11	–
Princeton,	–	–	91 43	–	–	–	–	–	–	216 88	–
Royalston,	6,500 00	337 95	124 50	–	–	–	–	–	–	219 73	–
Rutland,	–	–	–	–	–	–	1	35	80 00	223 29	–
Shrewsbury,	–	–	–	–	–	–	–	–	–	177 16	–
Southborough,	–	–	143 01	1	52	5,000 00	2	30	1,200 00	185 39	28 00
Southbridge,	–	–	–	–	–	–	§ 1	500	–	280 08	70 00
Spencer,	–	–	–	–	–	–	2	150	450 00	251 74	93 67
Sterling,	–	–	–	–	–	–	–	–	–	223 08	–
Sturbridge,	–	–	–	–	–	–	–	–	–	188 24	–
Sutton,	2,000 00	120 00	–	–	–	–	1	30	–	223 53	–
Templeton,	–	–	139 34	–	–	–	–	–	–	205 13	48 92
Upton,	–	–	–	–	–	–	1	20	330 00	233 77	–
Uxbridge,	–	–	–	–	–	–	–	–	–	196 99	60 60
Warren,	–	–	–	–	–	–	–	–	–	237 57	15 30
Webster,	–	–	270 44	–	–	–	1	50	50 00	245 51	–
Westborough,	–	–	–	–	–	–	2	40	400 00	235 13	37 43
West Boylston,	–	–	–	–	–	–	2	40	250 00	212 44	61 17
West Brookfield,	–	–	–	–	–	–	–	–	–	234 27	25 00
Westminster,	–	–	–	–	–	–	–	–	–	230 00	52 00
Winchendon,	–	–	–	–	–	–	2	50	90 00	219 36	57 92
Worcester,	1,467 43	58 92	–	2	150	2,000 00	11	2,000	1,500 00	–	–
Totals,	$212,242 10	$12,605 36	$3,692 40	7	268	$8,974 00	37	3,192	$7,155 00	$12,563 60	$1,454 24

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* Pupils united with the High School. † Connected with the High School. ‡ Not in Session. § French Catholic School.

RECAPITULATION.

COUNTIES.	Population — Census, 1880.	Valuation — 1881.	No. of Public Schools.	No. of persons in town May 1, 1881, between 5 and 15 years of age.	No. of persons in town May 1, 1881, between 8 and 14 years of age.	No. of different pupils of all ages in the Public Schools during the school year.	No. attending within the year under 5 years of age.	No. attending within the year over 15 years of age.	No. attending within the year between 8 and 14 years of age.	Average membership of all the Schools.	Average attendance in all the Public Schools during the school year.	The per cent. of attendance based upon the aver'ge membership.
Barnstable, . .	31,945	$15,555,286	163	5,530	3,506	6,196	19	905	3,596	5,124	4,491	·88
Berkshire, . .	69,049	34,197,842	354	14,220	8,799	15,087	142	1,088	8,519	11,285	9,795	·87
Bristol, . .	139,121	103,294,547	483	25,326	12,692	26,598	89	1,302	15,714	19,907	17,698	·89
Dukes, . . .	4,305	3,190,798	24	600	359	669	14	89	358	588	495	·84
Essex, . . .	244,640	162,413,423	822	43,618	27,720	42,088	137	2,722	25,430	35,572	31,172	·88
Franklin, . .	36,000	15,808,509	250	6,630	4,288	7,335	141	606	4,157	5,702	5,067	·89
Hampden, . .	104,117	69,758,223	393	20,023	12,290	18,668	166	1,322	10,354	13,558	12,143	·89
Hampshire, . .	47,235	25,285,744	275	8,955	5,708	9,405	74	740	5,338	7,281	6,380	·88
Middlesex, . .	317,951	268,986,013	983	56,520	34,808	60,272	270	4,238	33,128	47,454	42,968	·91
Nantucket, . .	3,726	2,352,123	11	550	380	430	–	20	280	412	368	·89
Norfolk, . .	96,462	89,424,009	427	17,606	10,707	19,380	104	1,321	11,127	15,315	13,615	·89
Plymouth, . .	74,024	41,597,896	347	13,141	8,348	13,878	138	1,031	8,174	11,689	10,015	·86
Suffolk, . .	387,626	685,321,125	564	65,520	2,647	65,116	–	4,609	26,809	56,476	50,379	.89
Worcester, . .	226,885	131,054,438	994	43,138	27,645	45,299	352	3,205	26,596	35,079	31,153	89
Total, . .	1,783,086	$1,648,239,976	6,090	321,377	159,897	330,421	1,646	23,198	179,580	265,442	235,739	·89

RECAPITULATION — CONTINUED.

COUNTIES.	No. of teachers required by the Public Schools.	Whole No. of different male teachers in school year.	Whole No. of different female teachers in school year.	No. of teachers who have attended Normal Schools.	No. of teachers who have graduated from Normal Schools.	Av'ge wages per month of male teachers in Public Schools.	Av'ge wages per month of female teachers in Public Schools.	Aggregate of months all the Public Schools have been kept during the school year.	Average No. of months the Public Schools have been kept for the entire year.	No. of Schools kept less than six months each.	HIGH SCHOOLS.			
											No. of High Schools.	No. of teachers.	No. of pupils.	Salary of Principal.
Barnstable, . .	169	54	150	51	41	$65 44	$31 51	1,320–10	8–2	6	10	14	502	$8,672 00
Berkshire, . .	388	91	446	61	43	47 09	27 45	2,913–2	8–5	4	11	23	788	10,855 66
Bristol, . . .	578	75	570	148	125	75 27	40 09	4,428–19	9–3	2	10	34	1,137	12,008 34
Dukes, . . .	26	10	25	1	1	40 65	24 33	168–8	7	–	1	2	39	480 00
Essex, . . .	954	93	960	294	230	106 34	41 93	7,735–9	9–8	2	26	81	2,511	33,264 50
Franklin, . .	258	40	359	37	29	35 03	25 36	1,816–19	7–5	1	6	12	328	4,673 50
Hampden, . .	446	62	502	127	96	75 59	37 34	3,434–9	8–15	5	9	31	938	12,340 00
Hampshire, . .	288	47	342	50	38	48 72	27 64	2,152–9	7–16	7	13	23	654	9,518 87
Middlesex, . .	1,336	160	1,374	446	352	118 13	47 18	9,005–19	9–3	5	42	124	4,023	50,785 18
Nantucket, . .	13	2	12	1	1	99 00	22 52	94–11	8–12	2	1	2	63	1,000 00
Norfolk, . . .	467	80	489	128	99	93 88	40 14	4,116–7	9–13	–	24	46	1,624	29,178 05
Plymouth, . .	366	70	390	123	117	70 23	32 61	3,101–15	8–19	1	16	31	1,130	17,708 00
Suffolk, . . .	1,225	139	1,088	619	614	262 45	71 35	5,658	10	1	12	93	2,571	39,844 00
Worcester, . .	1,057	156	1,151	330	251	69 79	36 47	8,198–4	8–5	9	40	89	2,948	39,677 23
Totals, .	7,571	1,079	7,858	2,416	2,037	$102 90	$34 32	54,145–1	8–18	45	221	605	19,256	$270,005 33

RECAPITULATION. — CONTINUED.

COUNTIES.		Amount raised by taxes for Schools, including wages of teachers, board, fuel, care of fires and school rooms, for the school year 1881-82.	Expense of supervision by school committee.	Salary of Superintendent of Public Schools.	Expenses of printing reports, etc.	Expense of sundries,—books, stationery, etc.	Amount expended for new school-houses.	Amount expended for alterations and permanent improvements.	Amount expended for ordinary repairs.	Amount paid for ALL school purposes from money raised by taxation.	Amount of voluntary contributions for Public Schools.
Barnstable,	.	$55,800 00	$2,350 63	$240 00	$392 25	$1,428 49	$1,000 00	$1,324 10	$3,901 44	$66,286 91	$147 87
Berkshire,	.	111,489 70	6,235 09	4,011 41	503 25	5,045 98	4,794 12	3,059 71	5,094 82	136,212 67	564 00
Bristol, .	.	272,263 75	9,317 24	5,900 00	675 00	18,464 36	41,822 37	1,715 71	12,314 46	359,900 25	64 00
Dukes, .	.	5,181 00	283 50	-	74 30	408 23	895 18	15 00	257 43	7,114 64	-
Essex, .	.	493,405 94	13,805 49	7,132 00	2,191 30	20,573 30	75,041 53	14,298 51	32,712 95	650,930 09	96 00
Franklin,	.	55,150 50	2,632 33	-	283 80	1,239 14	8,899 00	961 07	1,530 88	70,864 96	145 00
Hampden,	.	195,555 02	8,756 31	6,400 00	448 92	9,391 10	39,227 87	14,435 17	10,117 35	274,920 74	448 80
Hampshire,	.	75,375 88	3,408 77	1,000 00	300 65	2,068 63	7,476 03	2,822 80	3,707 02	95,384 83	742 50
Middlesex,	.	808,275 43	26,041 10	16,433 00	2,146 25	55,378 17	126,563 22	19,296 83	31,756 87	1,047,724 94	217 70
Nantucket,	.	4,490 06	100 00	-	22 13	162 85	613 75	-	98 90	5,487 69	-
Norfolk, .	.	256,532 27	14,458 89	8,435 00	673 56	11,261 36	31,504 78	7,365 07	8,834 58	328,039 62	1,500 00
Plymouth,	.	134,587 22	5,511 56	872 50	727 58	4,607 69	20,662 68	6,736 50	8,644 25	179,429 98	-
Suffolk, .	.	1,252,841 78	58,023 83	6,000 00	1,963 97	138,766 27	151,626 88	178,728 80	1,132 23	1,783,216 76	-
Worcester,	.	423,773 87	17,272 17	7,362 75	1,515 69	13,287 83	70,550 22	11,429 39	18,483 43	558,736 24	1,296 00
Totals,	.	$4,144,722 42	$168,196 91	$63,786 66	$11,918 65	$282,083 40	$580,677 63	$262,188 66	$138,586 61	$5,564,250 32	$5,221 87

RECAPITULATION — CONCLUDED.

COUNTIES.	Amount of local funds the income of which can be appropriated only for the support of Schools and Academies.	Income of local funds.	Income of surplus revenue and other funds, including the dog tax, used at the option of the town.	ACADEMIES AND PRIVATE SCHOOLS.						Town's share of school fund payable Jan. 25, 1882.	How much of said fund was used for apparatus and books of reference.
				No. of Academies.	Whole No. attending for the year.	Amount of tuition paid.	No. of Private Schools.	Whole No attending for the year.	Estimated am'nt of tuition.		
Barnstable, . .	$33,000 00	$1,630 00	$968 89	1	36	$426 00	6	98	$406 00	$3,027 17	$199 43
Berkshire, . .	20,750 66	1,367 80	1,383 99	2	169	2,564 00	14	420	15,516 00	7,174 98	566 98
Bristol, . . .	179,900 00	12,520 99	4,157 04	3	177	10,250 00	34	1,334	15,528 00	3,489 81	150 58
Dukes, . . .	–	–	79 44	1	45	225 00	–	–	–	1,211 22	56 61
Essex, . . .	445,882 93	24,394 06	4,259 68	5	740	25,872 73	51	3,502	35,414 00	6,493 96	395 40
Franklin, . .	74,231 50	4,915 75	723 03	6	419	6,307 00	4	82	815 00	5,656 80	148 76
Hampden, . .	227,069 65	11,736 96	2,910 71	2	413	9,632 75	20	3,000	13,030 50	4,314 63	192 83
Hampshire, . .	322,493 93	16,020 14	1,143 29	4	665	61,769 21	12	320	9,078 00	4,993 47	112 92
Middlesex, . .	171,952 14	9,723 46	3,531 45	9	635	27,917 00	59	5,008	47,915 00	9,586 55	308 35
Nantucket, . .	–	–	–	1	74	560 00	–	–	–	206 95	10 50
Norfolk, . .	281,456 62	9,384 66	3,761 88	3	208	4,423 33	20	439	5,730 00	4,663 29	312 00
Plymouth, . .	90,744 00	5,043 00	2,501 09	4	195	2,925 00	10	192	5,070 00	5,611 17	27 89
Suffolk, . . .	47,373 22	2,964 84	189,064 56	22	5,107	290,000 00	72	3,127	164,000 00	356 34	–
Worcester, . .	212,242 10	12,605 36	3,692 40	7	268	8,974 00	37	3,192	7,155 00	12,563 60	1,454 24
Totals, . .	$2,107,096 75	$112,307 02	$218,177 45	70	9,151	$451,846 02	339	20,714	$319,657 50	$69,349 94	$3,936 49

EVENING SCHOOLS.

CITIES AND TOWNS.	No. of Schools.	ATTENDANCE.			TIME.	No. of Teachers.	Expense.
		Males.	Females.	Average.	No. of Evenings.		
Adams, . .	2	52	49	78	28	4	$74 75
Andover, . .	1	29	13	37	37	2	185 00
Beverly, . .	1	65	15	45	25	2	123 50
Blackstone, . .	3	130	82	65	47	3	166 17
Boston, . .	18	3,863	* –	2,580	1,033	158	30,671 96
Brookfield, . .	1	28	–	20	40	1	40 00
Brookline, . .	1	28	18	56	53	3	500 00
Cambridge, . .	2	109	50	67	50	4	700 50
Clinton, . .	2	51	42	23	53	6	157 20
Fall River, . .	17	869	113	530	80	35	3,367 79
Fitchburg, . .	2	71	–	49	24	2	175 00
Haverhill, . .	2	496	–	160	99	20	1,212 88
Holyoke, . .	2	290	316	257	40	23	1,050 29
Hyde Park, . .	2	93	31	49	73	4	707 90
Ipswich, . .	1	80	15	30	70	1	150 00
Lawrence, . .	7	150	52	175	48	16	1,409 00
Lowell, . .	6	1,037	579	590	64	66	4,277 08
Malden, . .	1	52	7	43	–	2	–
Medford, . .	1	36	7	25	56	3	242 00
Milford, . .	1	75	–	40	80	2	390 00
Millbury, . .	1	21	–	18	50	2	70 00
Montague, . .	1	15	–	12	96	1	100 00
New Bedford, .	2	106	125	–	50	9	1,704 08
Newburyport, .	1	–	60	28	40	4	118 65
Newton, . .	1	53	47	45	45	7	535 49
Peabody, . .	1	64	11	60	30	5	300 00
Salem, . . .	3	200	100	100	80	12	2,400 00
Springfield, . .	2	284	89	129	64	10	1,135 00
Stoneham, . .	1	46	13	43	17	3	98 00
Sutton, . . .	3	56	26	56	–	3	160 97
Taunton, . .	2	205	74	198	64	9	1,165 84
Waltham, . .	3	171	–	73	38	5	544 38
Westfield, . .	1	86	15	35	46	4	284 44
Worcester, . .	12	296	58	199	48	20	2,408 25
Totals, . .	107	9,207	2,007	5,915	2,668	451	$56,626 12

* Females included with the Males.

RETURNS OF SCHOOLS IN STATE INSTITUTIONS FOR THE YEAR ENDING JULY 31, 1882.

STATE INSTITUTIONS.	No. of Schools in the Institution.	No. of different Scholars of all ages during the year.	Average attendance during the year.	No. under 5 years of age attend'g School.	No. over 15 years of age attend'g School.	No. between 5 and 15 years of age remaining in the Institution July 31, 1882.	No. of Teachers during the year.		Wages of Teachers per month.		Length of each School in Months.
							Males.	Females.	Males.	Females.	
State Industrial School at Lancaster .	2	129	51	–	45	50	–	8	–	$25 00	12
State Primary School at Monson . .	8	588	421	36	11	325	–	12	–	*295 00	11
State Reform School at Westborough .	4	285	120	–	60	115	4	5	$33 33	25 00	† 12

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* Per year and board.

† At three hours per day.

GRADUATED TABLES — First Series.

The following Table shows the sums appropriated by the several cities and towns in the State, for the education of each child between five and fifteen years of age. The income of the surplus revenue and of other funds held in a similar way, when appropriated to schools, is added to the sum raised by taxes; and these sums constitute the amount reckoned as appropriations. The income of such school funds as were given and are held on the express condition that their income shall be appropriated to schools, is not included. Such an appropriation of their income, being necessary to retaining the funds, is no evidence of the liberality of those holding the trust. But if a town appropriates the income of any fund to its public schools, which may be so appropriated or not, at the option of the voters, or when the town has a legal right to use such income in defraying its ordinary expenses, then such an appropriation is as really a contribution to common schools as an equal sum raised by taxes. On this account the surplus revenue, and sometimes other funds, are to be distinguished from local school funds as generally held. The income of the one *may* be appropriated to schools, or not, at the pleasure of the town; the income of the other *must* be appropriated to schools by the condition of the donation. Funds of the latter kind are usually donations made to furnish means of education in addition to those provided by a reasonable taxation. Committees are expected, in their annual returns, to make this distinction in relation to school funds.

Voluntary contributions are not included in the amount which is divided in order to ascertain the sum appropriated to each child. In many towns such contributions, however liberal, are not permanent, and cannot be relied upon as a stated provision. They are often raised and applied to favor particular districts or schools, or classes of scholars, and not to benefit equally all that attend the public schools. Besides, the value of board and fuel gratuitously furnished is determined by the mere estimate of individuals, and is therefore uncertain; while the amount raised by taxes, being in money, has a fixed and definite value, and is a matter of record. Still the contributions voluntarily made are exhibited in a separate column of the Table, as necessary to a complete statement of the provision made by the towns for the education of their children.

The Table exhibits the rank of each city or town in the State, in respect to its liberality in the appropriation of money to its schools, as compared with other cities and towns for the year 1881–82, also its rank in a similar scale for 1880–81. It presents the sum appropriated to each child between five and fifteen.

GRADUATED TABLES — (For the State) — First Series.

Table showing the Comparative Amount of Money appropriated by the different Towns in the State for the Education of each Child in the Town, between the Ages of 5 and 15 Years.

For 1880-81.	For 1881-82.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	NAHANT, ...	$35 53·5	$4,122 12	–	$4,122 12	116	–
4	2	Milton, ...	26 88·2	13,951 82	–	13,951 82	519	–
2	3	Brookline, ...	26 32·6	33,250 00	–	33,250 00	1,263	–
13	4	Belmont, ...	23 08·3	6,140 03	–	6,140 03	266	–
3	5	Boston, ...	22 68·9	1,196,492 59	$188,806 56	1,385,299 15	61,056	–
5	6	Newton, ...	22 50·4	72,450 62	733 32	73,183 94	3,252	–
8	7	Lexington, ...	21 99	8,400 00	–	8,400 00	382	–
10	8	Medford, ...	21 96·3	25,235 00	–	25,235 00	1,149	–
16	9	Needham, ...	21 74·3	11,067 39	–	11,067 39	509	–
6	10	Winchester, ...	20 43·7	12,098 99	–	12,098 99	592	–
15	11	Watertown, ...	19 29·6	17,096 25	–	17,096 25	886	–
–	12	Wellesley, ...	19 26	7,500 00	242 70	7,742 70	402	–
52	13	Concord, ...	18 88·4	9,971 22	–	9,971 22	528	–
9	14	Dedham, ...	18 81·5	21,373 45	–	21,373 45	1,136	–
21	15	Malden, ...	18 24·4	39,407 16	–	39,407 16	2,160	–
20	16	Kingston, ...	17 65·4	3,800 00	101 57	3,901 57	221	–
14	17	New Bedford, . . .	17 31·1	70,003 60	675 24	70,678 84	4,083	–
11	18	Swampscott, . . .	16 75·3	6,500 00	–	6,500 00	388	–

Showing the Comparative Amount of Money appropriated by the different Towns in the State — Continued.

For 1880-81.	For 1881-82.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
42	19	Somerville,	$16 48	$69,280 22	–	$69,280 22	4,204	–
7	20	Arlington,	16 16·6	14,000 00	–	14,000 00	866	–
27	21	Groton,	16 00	5,200 00	–	5,200 00	325	–
212	22	Mashpee,	15 60·7	500 00	$46 25	546 25	35	$17 87
29	23	Hingham,	15 60·6	11,813 82	–	11,813 82	757	–
23	24	Framingham,	15 48·8	15,000 00	333 25	15,333 25	990	–
19	25	Reading,	15 41·4	8,000 00	–	8,000 00	519	–
24	26	Cambridge,	15 10·3	144,550 22	166 00	144,716 22	9,582	–
22	27	Hull,	15 01·6	850 00	65 98	915 98	61	–
12	28	Weston,	14 84·6	3,548 16	–	3,548 16	239	–
46	29	Boxboro,	14 46·8	651 04	–	651 04	45	–
110	30	Tyngsborough,	14 17·6	1,150 00	55 00	1,205 00	85	–
41	31	Norwood,	14 09·7	6,400 00	–	6,400 00	454	–
43	32	Westfield,	14 03·5	18,522 00	973 29	19,495 29	1,389	–
32	33	Cohasset,	13 97·4	5,500 00	215 38	5,715 38	409	–
75	34	Sherborn,	13 89·4	2,100 00	67 51	2,167 51	156	–
26	35	Salem,	13 81·2	66,288 04	1,390 71	67,678 75	4,900	–
39	36	Uxbridge,	13 80	6,000 00	–	6,000 00	435	–
53	37	Longmeadow,	13 74·5	3,000 00	147 52	3,147 52	229	–
69	38	Greenfield,	13 73·6	10,000 00	–	10,000 00	728	–
64	39	Melrose,	13 60·2	12,500 00	–	12,500 00	919	–
34	40	North Andover,	13 60	8,500 00	–	8,500 00	625	–
80	41	Medfield,	13 57·9	2,400 00	139 25	2,539 25	187	–
35	42	Hyde Park,	13 55·9	20,000 00	–	20,000 00	1,475	–
37	43	Lincoln,	13 42·3	2,000 00	–	2,000 00	149	–
76	44	Upton,	13 40	4,100 00	–	4,100 00	306	–

68	45	Granby, ...	13 38	1,800 00	32 99	1,832 99	137	–
57	46	Peabody, ...	13 35·2	21,874 51	474 36	22,348 87	1,673	–
66	47	Littleton, ...	13 30·6	2,150 00	72 16	2,222 16	167	208 70
40	48	Quincy, ...	13 28·9	28,400 00	–	28,400 00	2,137	–
152	49	Princeton, ...	13 21·4	1,600 00	91 43	1,691 43	128	–
48	50	Plymouth, ...	13 19·8	17,500 00	–	17,500 00	1,326	–
54	51	Haverhill, ...	13 19·1	46,000 00	538 00	46,538 00	3,528	–
59	52	Randolph, ...	13 19	8,797 72	–	8,797 72	667	–
44	53	Stoneham, ...	13 12·3	11,850 00	–	11,850 00	903	–
63	54	Weymouth, ...	13 10·6	26,000 00	736 28	26,736 28	2,040	–
108	55	Manchester, . . .	13 08·4	2,800 00	–	2,800 00	214	–
51	56	Everett, ...	14 03·6	10,846 00	–	10,846 00	832	–
47	57	Lowell, ...	12 96·9	130,004 85	–	130,004 85	10,024	–
18	58	Waltham, ...	12 95·2	29,569 12	–	29,569 12	2,283	–
36	59	Woburn, ...	12 93·3	28,013 00	–	28,013 00	2,166	–
61	60	Revere, ...	12 92·4	5,500 00	148 00	5,648 00	437	
83	61	New Braintree, . . .	12 88·3	1,288 35	–	12,288 35	100	–
31	62	Springfield, ...	12 81	80,509 61	–	80,509 61	6,285	–
30	63	Barnstable, ...	12 78·8	8,500 00	119 27	8,619 27	674	–
74	64	Falmouth, ...	12 77·4	4,800 00	156 15	4,956 15	388	–
93	65	South Hadley, . . .	12 76·7	8,375 99	126 98	8,502 97	666	–
17	66	Lancaster, ...	12 75·6	4,464 64	–	4,464 64	350	–
56	67	Chelsea, ...	12 73·1	49,449 19	–	49,449 19	3,884	–
70	68	Wellfleet, ...	12 65·8	4,000 00	–	4,000 00	316	–
62	69	Bridgewater, . . .	12 65·3	7,800 00	272 46	8,072 46	638	–
33	70	Barre, ...	12 54·9	4,600 00	181 21	4,781 21	381	–
100	71	Merrimac, ...	12 53·7	4,850 00	127 07	4,977 07	397	–
28	72	Walpole, ...	12 43·8	5,000 00	–	5,000 00	402	–
72	73	Wrentham, ...	12 38·5	5,200 00	261 71	5,461 71	441	1,500 00
49	74	Fitchburg, ...	12 38·3	30,546 97	76 47	30,623 44	2,473	–
45	75	Southborough, . . .	12 29·4	4,000 00	143 01	4,143 01	337	–
139	76	Amesbury, ...	12 24·9	5,900 00	163 57	6,063 57	495	–

Showing the Comparative Amount of Money appropriated by the different Towns in the State — Continued.

For 1880-81.	For 1881-82.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
79	77	Stockbridge,	$12 23·7	$4,650 00	–	$4,650 00	380	–
84	78	Sandwich,	12 20·7	7,700 00	$198 36	7,898 36	647	–
50	79	Methuen,	12 18·4	8,200 00	–	8,200 00	673	–
77	80	Abington,	12 15·4	7,900 00	–	7,900 00	650	–
86	81	Canton,	12 10·2	10,400 00	431 71	10,831 71	895	–
71	82	Bedford,	12 08	1,800 00	–	1,800 00	149	–
115	83	Foxborough,	12 06·8	5,300 00	311 48	5,611 48	465	–
81	84	Shelburne,	12 04·3	3,000 00	59 05	3,059 05	254	–
85	85	Dracut,	12 02·1	3,000 00	198 73	3,198 73	266	–
90	86	Saugus,	12 01·8	6,032 85	–	6,032 85	502	–
67	87	Georgetown,	11 94·8	4,500 00	195 50	4,695 50	393	–
107	88	Lynn,	11 94·2	76,393 43	–	76,393 43	6,397	–
88	89	Ipswich,	11 88·5	6,400 00	183 75	6,583 75	554	–
105	90	Beverly,	11 85·5	16,765 13	471 63	17,236 76	1,454	–
89	91	Worcester,	11 81	134,203 10	–	134,203 10	11,363	–
113	92	Leominster,	11 77·1	10,500 00	–	10,500 00	892	–
60	93	Sudbury,	11 77·1	2,000 00	118 73	2,118 73	180	–
25	94	Carlisle,	11 62·1	600 00	74 00	674 00	58	–
101	95	North Reading,	11 59·9	1,600 00	58 59	1,658 59	143	–
102	96	Yarmouth,	11 45·3	3,800 00	139 76	3,939 76	344	–
58	97	Wakefield,	11 34·1	11,500 00	–	11,500 00	1,014	–
96	98	Wayland,	11 29·5	4,000 00	134 00	4,134 00	366	–
94	99	Taunton,	11 27·4	40,700 00	–	40,700 00	3,610	–
240	100	Boxford,	11 16·9	1,200 00	50 94	1,250 94	112	
82	101	Dover,	11 08·9	1,100 00	64 31	1,164 31	105	–
55	102	Northborough,	11 07·2	3,200 00	–	3,200 00	289	–

161	103	Marblehead,	11 02·9	14,811 34	–	14,811 34	1,343	–
95	104	Bradford,	10 99·8	4,850 00	–	4,850 00	441	–
38	105	Holbrook,	10 97·6	5,000 00	158 82	5,158 82	470	
103	106	Braintree,	10 97·4	7,500 00	410 64	7,910 64	721	
126	107	Townsend,	10 93·8	3,500 00	–	3,500 00	320	–
111	108	Stoughton,	10 90·6	10,294 89	–	10,294 89	944	–
187	109	Acton,	10 86·9	3,000 00	173 95	3,173 95	292	–
117	110	Burlington,	10 85·4	1,200 00	135 02	1,335 02	123	–
73	111	Danvers,	10 80·4	12,100 00	–	12,100 00	1,120	–
167	112	Ashland,	10 77·4	4,100 00	220 58	4,320 58	401	–
116	113	East Bridgewater,	10 75·3	5,000 00	–	5,000 00	465	–
144	114	Edgartown,	10 73·9	1,700 00	39 72	1,739 72	162	–
125	115	West Springfield,	10 72·1	7,963 00	217 23	8,180 23	763	$50 00
99	116	Wilmington,	10 69	1,550 00	–	1,550 00	145	–
109	117	Andover,	10 68·6	9,500 00	–	9,500 00	889	96 00
172	118	Westminster,	10 61·7	2,750 00	–	2,750 00	259	–
169	119	Medway,	10 57·6	7,000 00	297 50	7,297 50	690	–
78	120	Orleans,	10 57·3	2,000 00	19 42	2,019 42	191	–
148	121	Winthrop,	10 55·9	1,400 00	110 00	1,510 00	143	–
112	122	Marshfield,	10 55·8	2,523 40	–	2,523 40	239	–
138	123	Pittsfield,	10 53·2	27,500 00	–	27,500 00	2,611	–
155	124	Natick,	10 50	17,000 00	–	17,000 00	1,619	–
141	125	Chelmsford,	10 47·2	4,413 77	235 58	4,649 35	444	–
193	126	Dunstable,	10 44·7	700 00	–	700 00	67	–
97	127	Easton,	10 42·7	8,384 73	290 62	8,675 35	832	–
106	128	Ashby,	10 38·2	1,900 00	–	1,900 00	183	–
186	129	Mansfield,	10 36·4	4,500 00	319 18	4,819 18	465	–
130	130	Wendell,	10 32·6	725 50	18 00	743 50	72	–
163	131	Wenham,	10 26·3	1,400 00	57 26	1,457 26	142	–
119	132	Brewster,	10 18·5	2,200 00	–	2,200 00	216	–
132	133	Tewksbury,	10 18·5	2,200 00	–	2,200 00	216	–
120	134	Clinton,	10 18·2	16,871 28	–	16,871 28	1,657	24 00

Showing the Comparative Amount of Money appropriated by the different Towns in the State — Continued.

For 1880-81.	For 1881-82.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
124	135	Leicester,	$10 17·6	$5,400 00	$369 89	$5,769 89	567	–
129	136	Harvard,	10 17	1,800 00	–	1,800 00	177	–
243	137	Middleton,	10 13·5	1,500 00	–	1,500 00	148	–
122	138	Amherst,	10 12·7	7,110 55	130 53	7,241 08	715	–
121	139	Middleborough,	10 12·4	9,000 00	–	9,000 00	889	–
123	140	Brookfield,	10 12·3	4,702 00	126 68	4,828 68	477	–
127	141	Cottage City,	10 10·1	1,000 00	–	1,000 00	99	–
156	142	Lawrence,	10 06·6	71,901 38	–	71,901 38	7,143	–
137	143	Milford,	10 06·1	18,600 00	214 81	18,814 81	1,870	–
65	144	Sterling,	10 03·6	2,800 00	–	2,800 00	279	–
175	145	Fairhaven,	10 00·5	4,000 00	212 13	4,212 13	420	–
118	146	Rehoboth,	9 99·8	2,877 78	231 72	3,109 50	311	$14 00
142	147	Sharon,	9 97·2	2,000 00	144 00	2,144 00	215	–
149	148	Gloucester,	9 96·4	39,596 55	–	39,596 55	3,974	–
168	149	Dartmouth,	9 96	4,500 00	310 90	4,810 90	483	–
159	150	West Bridgewater,	9 94	3,000 00	200 79	3,200 79	322	–
160	151	Holliston,	9 92·8	5,500 00	–	5,500 00	554	–
158	152	Westborough,	9 87·3	8,550 00	–	8,550 00	866	–
290	153	Pepperell,	9 84	3,700 00	–	3,700 00	376	–
128	154	Brockton,	9 82·2	23,750 00	382 60	24,132 60	2,457	–
170	155	Northampton,	9 80	21,600 00	–	21,600 00	2,204	–
202	156	Great Barrington,	9 78·6	8,500 00	111 92	8,611 92	880	10 00
184	157	Dalton,	9 77·7	3,500 00	–	3,500 00	358	–
135	158	Norfolk,	9 74·6	1,500 00	78 85	1,578 85	162	–
114	159	Attleborough,	9 68	18,500 00	773 43	19,273 43	1,991	–
162	160	Ashburnham,	9 64·2	2,800 00	102 44	2,902 44	301	–

239	161	South Abington, . . .	9 62·5	4,800 00	176 10	4,976 10	517	–
182	162	Raynham, ...	9 60·5	3,000 00	188 89	3,188 89	332	–
199	163	Grafton, ...	9 60	7,300 00	–	7,300 00	761	–
92	164	Petersham, ...	9 59·5	1,612 00	–	1,612 00	168	–
145	165	Salisbury, ...	9 58·2	7,000 00	157 57	7,157 57	747	–
154	166	Monson, ...	9 56·8	5,500 00	259 88	5,759 88	602	–
140	167	Douglas, ...	9 53·5	4,100 00	–	4,100 00	430	–
153	168	Swanzey, ...	9 50·7	2,120 14	–	2,120 14	223	–
200	169	Northbridge, . . .	9 50·1	7,450 00	151 00	7,601 00	800	–
183	170	Hopkinton, ...	9 49·7	8,000 00	385 87	8,385 87	883	–
146	171	Franklin, ...	9 45·9	6,300 00	–	6,300 00	666	–
166	172	Newburyport, . . .	9 40·4	24,000 00	–	24,000 00	2,552	–
181	173	Fall River, ...	9 39·1	96,277 50	–	96,277 50	10,252	–
185	174	Freetown, ...	9 37·3	1,800 00	102 78	1,902 78	203	–
151	175	Bellingham, . . .	9 35	1,900 00	269 25	2,169 25	232	–
98	176	Shrewsbury, . . .	9 34·6	2,700 00	–	2,700 00	289	–
147	177	Mattapoisett, . . .	9 34·3	1,850 00	–	1,850 00	198	–
211	178	Halifax, ...	9 33·3	700 00	–	700 00	75	–
192	179	Lunenburg, ...	9 32·3	1,200 00	114 56	1,314 56	141	–
227	180	Oxford, ...	9 29·8	4,500 00	–	4,500 00	484	–
195	181	West Brookfield, . .	9 28·1	3,100 00	–	3,100 00	334	42 00
87	182	Orange, ...	9 25·9	5,000 00	–	5,000 00	540	–
164	183	Wareham, ...	9 22·1	4,800 00	271 50	5,071 50	550	–
214	184	Rockland, ...	9 21·7	8,000 00	–	8,000 00	868	–
143	185	Athol, ...	9 21·6	6,500 00	218 66	6,718 66	729	–
216	186	Essex, ...	9 15·2	2,700 00	–	2,700 00	295	–
178	187	Dennis, . . .	9 13·1	5,000 00	95 07	5,095 07	558	30 00
98	188	West Newbury, . . .	9 10·4	2,945 59	113 41	3,059 00	336	–
224	189	Bolton, ...	9 09·1	1,300 00	–	1,300 00	143	–
134	190	Charlton, ...	9 09·1	3,000 00	–	3,000 00	330	–
179	191	South Scituate, . . .	9 08·4	2,800 00	125 00	2,925 00	322	–
91	192	Shirley, ...	9 07·8	2,000 00	124 42	2,124 42	234	9 00

Showing the Comparative Amount of Money appropriated by the different Towns in the State — Continued.

For 1880-81.	For 1881-82.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
104	193	Boylston,	$9 06·5	$1,650 00	–	$1,650 00	182	–
209	194	Templeton,	8 97·3	4,500 00	$139 34	4,639 34	517	–
226	195	Rowley,	8 94·7	1,700 00	–	1,700 00	190	–
136	196	Hudson,	8 93·6	7,000 00	148 99	7,148 99	800	–
133	197	Tisbury,	8 91·1	1,800 00	–	1,800 00	202	–
157	198	Lee,	8 91	6,950 00	–	6,950 00	780	–
206	199	Peru,	8 87·2	600 00	12 17	612 17	69	–
196	200	Billerica,	8 86·1	2,800 00	–	2,800 00	316	–
231	201	Truro,	8 85·8	1,500 00	23 61	1,523 61	172	–
234	202	Erving,	8 85	1,250 00	24 40	1,274 40	144	–
215	203	Palmer,	8 84·7	9,500 00	205 33	9,705 33	1,097	–
197	204	Topsfield,	8 83·1	1,400 00	118 86	1,518 86	172	–
173	205	Sturbridge,	8 81·6	3,500 00	–	3,500 00	397	–
220	206	Sunderland,	8 77·9	1,200 00	55 48	1,255 48	143	–
189	207	Seekonk,	8 77·1	1,700 00	177 00	1,877 00	214	–
222	208	Provincetown,	8 75	7,000 00	–	7,000 00	800	–
205	209	Hanover,	8 69	2,750 00	117 00	2,867 00	330	–
207	210	Paxton,	8 62·1	1,000 00	–	1,000 00	116	–
210	211	New Salem,	8 61·3	1,100 00	28 30	1,128 30	131	–
150	212	Berkley,	8 58·9	1,400 00	–	1,400 00	163	–
285	213	Southampton,	8 58·3	1,450 00	60 64	1,510 64	176	–
254	214	Marlborough,	8 56·9	18,800 00	–	18,800 00	2,194	–
188	215	Stow,	8 52·3	1,700 00	72 75	1,772 75	208	–
194	216	Ayer,	8 49·5	3,500 00	–	3,500 00	412	–
165	217	Chicopee,	8 49·4	17,675 97	–	17,675 97	2,081	–
276	218	Plainfield,	8 49·3	450 00	17 12	467 12	55	–

218	219	Millbury, ...	8 41·2	8,000 00	–	8,000 00	951	–
235	220	Easthampton, ...	8 40·6	7,250 00	113 79	7,363 79	876	–
223	221	Enfield, ...	8 38·3	1,400 00	–	1,400 00	167	–
251	222	Plympton, ...	8 38·3	800 00	80 22	880 22	105	–
270	223	Warren, ...	8 38	7,215 40	–	7,215 40	861	–
217	224	Westford, ...	8 35·7	3,000 00	–	3,000 00	359	–
201	225	Dighton, ...	8 30·5	2,500 00	133 60	2,633 60	293	–
324	226	Tyringham, ...	8 28	700 00	103 17	803 17	97	$189 00
233	227	Westport, ...	8 26·9	4,000 00	242 09	4,242 09	513	–
225	228	Royalston, ...	8 24·7	1,500 00	124 50	1,624 50	197	–
273	229	Groveland, ...	8 23·5	3,500 00	–	3,500 00	425	–
232	230	Lenox, ...	8 23·2	3,400 00	–	3,400 00	413	50 00
174	231	Northfield, ...	8 20·4	2,000 00	126 70	2,126 70	258	–
238	232	Deerfield, ...	8 19·2	5,000 00	112 10	5,112 10	624	–
241	233	Belchertown, ...	8 18	4,000 00	115 57	4,115 57	503	–
242	234	Nantucket, ...	8 16·4	4,490 06	–	4,490 06	550	–
171	235	Ashfield, ...	8 15·1	1,600 00	30 30	1,630 30	200	–
257	236	Phillipston, ...	8 14·9	850 00	62 79	912 79	112	–
272	237	Cheshire, ...	8 13·9	2,500 00	53 68	2,553 68	314	–
204	238	Conway, ...	8 09·9	2,300 00	–	2,300 00	284	–
190	239	Hubbardston, ...	8 09·7	2,000 00	–	2,000 00	247	–
228	240	Hawley, ...	8 06·4	1,000 00	–	1,000 00	124	–
191	241	North Brookfield, . .	8 04·6	6,500 00	250 60	6,750 60	839	–
177	242	Gardner, ...	8 03	7,500 00	–	7,500 00	934	–
221	243	Blackstone, ...	8 02·7	7,700 00	270 99	7,970 99	993	–
246	244	Marion, ...	7 95·5	1,400 00	–	1,400 00	176	–
244	245	Scituate, ...	7 92·1	4,000 00	135 00	4,135 00	522	–
230	246	Warwick	7 90·6	925 00	–	925 00	117	–
289	247	Lakeville, ...	7 89·5	1,500 00	–	1,500 00	190	–
219	248	Acushnet, ...	7 87·8	1,500 00	130 75	1,630 75	207	50 00
264	249	Winchendon, ...	7 85·4	5,058 13	–	5,058 13	644	–
305	250	Sheffield, ...	7 79·4	3,000 00	304 49	3,304 49	424	–

Showing the Comparative Amount of Money appropriated by the different Towns in the State — Continued.

For 1880-81.	For 1881-82.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
213	251	Hancock,	$7 76·7	$800 00	–	$800 00	103	–
295	252	Harwich,	7 76·7	5,000 00	$80 00	5,080 00	654	$100 00
287	253	Montgomery,	7 75	425 00	32 24	457 24	59	–
304	254	Shutesbury,	7 74·7	700 00	20 50	720 50	93	–
284	255	Granville,	7 72·8	1,800 00	62 50	1,862 50	241	18 75
255	256	Chatham,	7 71·1	3,000 00	46 00	3,046 00	395	–
237	257	Holyoke,	7 70·5	35,334 44	416 35	35,750 79	4,640	–
302	258	Holden,	7 70·1	3,602 00	186 72	3,788 72	492	–
283	259	Hampden,	7 69·8	1,250 00	81 83	1,331 83	173	–
271	260	Worthington,	7 69·6	800 00	146 57	946 57	123	117 00
267	261	Montague,	7 69·2	9,000 00	–	9,000 00	1,170	–
252	262	Duxbury,	7 68·8	2,500 00	190 81	2,690 81	350	–
310	263	Tolland,	7 68·8	500 00	38 19	538 19	70	120 05
307	264	Sandisfield,	7 67·6	1,200 00	243 16	1,443 16	188	65 00
131	265	Charlemont,	7 65·8	1,100 00	33 35	1,133 35	148	–
256	266	Adams,	7 64·6	10,148 88	81 13	10,230 01	1,338	–
248	267	Wilbraham,	7 64·4	1,875 00	89 52	1,964 52	257	–
180	268	Greenwich,	7 60·8	800 00	29 25	829 25	109	–
208	269	Maynard,	7 56·1	4,000 00	–	4,000 00	529	–
337	270	Egremont,	7 47·7	900 00	27 20	927 20	124	–
275	271	Spencer,	7 47·1	11,550 00	–	11,550 00	1,546	110 00
266	272	Ware,	7 44·8	7,500 00	–	7,500 00	1,007	–
269	273	Webster,	7 39·7	8,000 00	270 44	8,270 44	1,118	–
280	274	Heath,	7 36·8	700 00	–	700 00	95	–
320	275	West Boylston,	7 36·7	4,000 00	–	4,000 00	543	120 00
261	276	Leverett,	7 35·3	800 00	38 20	838 20	114	–

288	277	Somerset, ...	7 34·4	2,500 00	378 71	2,878 71	392	–
245	278	Hamilton, ...	7 30·3	800 00	69 07	869 07	119	–
229	279	Southbridge, . . .	7 30·2	10,150 00	–	10,150 00	1,390	–
259	280	Dudley, ...	7 27·3	4,500 00	133 29	4,633 29	637	1,000 00
263	281	Huntington, . . .	7 20·7	1,500 00	49 59	1,549 59	215	–
278	282	Hanson, ...	7 11·7	1,600 00	93 78	1,693 78	238	–
260	283	Mendon, ...	7 07·5	1,300 00	107 95	1,407 95	199	–
335	284	Gosnold, ...	7 05·1	150 00	19 22	169 22	24	–
281	285	Dana, ...	7 02·3	700 00	37 45	737 45	105	–
274	286	West Stockbridge, . .	6 99·1	3,000 00	48 20	3,048 20	436	–
300	287	Newbury, ...	6 98	1,950 00	88 00	2,038 00	292	–
314	288	Pembroke, ...	6 95·2	1,750 00	113 13	1,863 13	268	–
293	289	Ludlow, ...	6 94·9	2,200 00	107 13	2,307 13	332	–
262	290	Rowe, ...	6 85·5	600 00	30 65	630 65	92	–
268	291	Rutland, ...	6 83·1	1,660 00	–	1,660 00	243	–
247	292	North Adams, . . .	6 81·4	16,000 00	–	16,000 00	2,348	–
286	293	Brimfield, ...	6 79·6	1,400 00	–	1,400 00	206	–
250	294	Monterey, ...	6 70·2	800 00	91 33	891 33	133	–
176	295	Alford, ...	6 66·8	479 19	14 27	793 46	74	–
326	296	Cummington, . . .	6 65·9	1,000 00	25 53	1,025 53	154	330 00
279	297	Chesterfield, . . .	6 64·8	850 00	34 15	884 15	133	156 00
249	298	Carver, ...	6 57	1,200 00	81 17	1,281 17	195	–
297	299	Rockport, ...	6 56·7	4,925 00	–	4,925 00	750	–
299	300	Oakham, ...	6 51·1	750 00	96 39	846 39	130	–
303	301	Gill, ...	6 50·4	800 00	–	800 00	123	50 00
296	302	Westhampton, . . .	6 46·8	800 00	14 99	814 99	126	–
331	303	Florida, ...	6 45·2	793 60	–	793 60	123	25 00
282	304	Williamstown, . . .	6 44·7	4,300 00	–	4,300 00	667	–
203	305	Agawam, ...	6 43·8	3,000 00	–	3,000 00	466	–
258	306	Hadley, ...	6 41	2,750 00	–	2,750 00	429	–
306	307	Middlefield, . . .	6 35·7	800 00	90 00	890 00	140	–
277	308	Coleraine, ...	6 34·9	2,000 00	–	2,000 00	315	85 00

Showing the Comparative Amount of Money appropriated by the different Towns in the State — Concluded.

For 1880–81.	For 1881-82.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
298	309	Becket, ...	$6 23·6	$1,240 03	$50 82	$1,290 85	207	–
236	310	Rochester, ...	6 10·4	1,200 00	93 98	1,293 98	212	–
292	311	Eastham, ...	6 03·6	800 00	45 00	845 00	140	–
323	312	Leyden, ...	5 98·3	700 00	–	700 00	117	$10 00
265	313	Blandford, ...	5 98·1	1,200 00	67 95	1,267 95	212	260 00
291	314	Williamsburg, ...	5 94·2	2,500 00	93 82	2,593 82	436	–
253	315	Norton, ...	5 90	2,000 00	–	2,000 00	339	–
311	316	Sutton, ...	5 88·2	4,400 00	–	4,400 00	748	–
294	317	Whately, ...	5 88·2	1,200 00	–	1,200 00	204	–
319	318	Washington, ...	5 79·1	700 00	23 93	723 93	125	–
317	319	Otis, ...	5 67·9	1,000 00	27 91	1,027 91	181	20 00
321	320	Hardwick, ...	5 65·6	2,500 00	129 43	2,629 43	465	–
309	321	Hinsdale, ...	5 58	2,500 00	–	2,500 00	448	–
334	322	Lanesborough, ...	5 57·5	1,600 00	–	1,600 00	287	30 00
328	323	Bernardston, ...	5 49·9	750 00	87 80	835 80	152	–
313	324	Berlin, ...	5 48·9	1,000 00	92 35	1,092 35	199	–
301	325	Chilmark, ...	5 47·1	450 00	20 50	470 50	86	–
316	326	Auburn, ...	5 30	1,150 00	–	1,150 00	217	–
308	327	Prescott, ...	5 27·7	400 00	27 42	427 42	81	–
322	328	New Marlborough, . .	5 23·4	2,000 00	10 02	2,010 02	384	–
318	329	Chester, ...	5 06·1	1,400 00	77 85	1,477 85	292	–
330	330	Southwick, ...	4 92·8	1,000 00	78 36	1,078 36	219	–
333	331	Clarksburg, ...	4 82·5	700 00	23 86	723 86	150	–
329	332	Buckland, ...	4 80·6	1,600 00	58 20	1,658 20	345	–
343	333	New Ashford, . . .	4 73·3	108 00	62 38	170 38	36	–
315	334	Lynnfield, ...	4 70·5	500 00	59 98	559 98	119	–

325	335	Hatfield, ...	4 66·3	1,500 00	34 25	1,534 25	329	–
341	336	Monroe, ...	4 65·1	200 00	–	200 00	43	–
338	337	Goshen, ...	4 61·5	300 00	–	300 00	65	79 50
312	338	Pelham, ...	4 03·1	439 34	–	439 34	109	–
336	339	Windsor, ...	3 99·4	400 00	23 37	423 37	106	–
332	340	Wales, ...	3 98·1	800 00	48 10	848 10	213	–
339	341	Richmond, ...	3 94·7	1,000 00	42 11	1,042 11	264	–
344	342	Holland, ...	3 63·9	200 00	7 44	207 44	57	–
340	343	Russell, ...	3 57·1	500 00	–	500 00	140	–
342	344	Savoy, ...	3 20·6	420 00	28 87	448 87	140	175 00
327	345	Mt Washington, . . .	3 12·5	100 00	–	100 00	32	–
345	346	Gay Head, ...	3 00	81 00	–	81 00	27	–

GRADUATED TABLES — (COUNTY TABLES) — FIRST SERIES.

Table showing the Comparative Amount of Money appropriated by the different Towns in each of the Counties in the State for the Education of each Child in the Town, between the Ages of 5 and 15 Years.

BARNSTABLE COUNTY.

For 1880-81.	For 1881-82.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
9	1	MASHPEE, ...	$15 60·7	$500 00	$46 25	$546 25	35	$17 87
1	2	Barnstable, ...	12 78·8	8,500 00	119 27	8,619 27	674	–
3	3	Falmouth, ...	12 77·4	4,800 00	156 15	4,956 15	388	–
2	4	Wellfleet, ...	12 65·8	4,000 00	–	4,000 00	316	–
5	5	Sandwich, ...	12 20·7	7,700 00	198 36	7,898 36	647	–
6	6	Yarmouth, ...	11 45·3	3,800 00	139 76	3,939 76	344	–
4	7	Orleans, ...	10 57·3	2,000 00	19 42	2,019 42	191	–
7	8	Brewster, ...	10 18·5	2,200 00	–	2,200 00	216	–
8	9	Dennis, ...	9 13·1	5,000 00	95 07	5,095 07	558	30 00
11	10	Truro, ...	8 85·8	1,500 00	23 61	1,523 61	172	–
10	11	Provincetown, ...	8 75	7,000 00	–	7,000 00	800	–
14	12	Harwich, ...	7 76·7	5,000 00	80 00	5,080 00	654	100 00
12	13	Chatham, ...	7 71·1	3,000 00	46 00	3,046 00	395	–
13	14	Eastham, ...	6 03·6	800 00	45 00	845 00	140	–

BERKSHIRE COUNTY.

For 1880-81.	For 1881-82.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	STOCKBRIDGE, ...	$12 23·7	$4,650 00	–	$4,650 00	380	–
2	2	Pittsfield, ...	10 53·2	27,500 00	–	27,500 00	2,611	–

6	3	Great Barrington,	9 78·6	8,500 00	$111 92	8,611 92	880	$10 00
5	4	Dalton,	9 77·7	3,500 00	–	3,500 00	358	–
3	5	Lee,	8 91	6,950 00	–	6,950 00	780	–
7	6	Peru,	8 87·2	600 00	12 17	612 17	69	–
23	7	Tyringham,	8 28	700 00	103 17	803 17	97	189 00
9	8	Lenox,	8 23·2	3,400 00	–	3,400 00	413	50 00
13	9	Cheshire,	8 13·3	2,500 00	53 68	2,553 68	314	–
17	10	Sheffield,	7 79·4	3,000 00	304 49	3,304 49	424	–
8	11	Hancock,	7 76·7	800 00	–	800 00	103	–
18	12	Sandisfield,	7 67·6	1,200 00	243 16	1,443 16	188	65 00
12	13	Adams,	7 64·6	10,148 88	81 13	10,230 01	1,338	–
29	14	Egremont,	7 47·7	900 00	27 20	927 20	124	–
14	15	West Stockbridge,	6 99·1	3,000 00	48 20	3,048 20	436	–
10	16	North Adams,	6 81·4	16,000 00	–	16,000 00	2,348	–
11	17	Monterey,	6 70·2	800 00	91 33	891 33	133	–
4	18	Alford,	6 66·8	479 19	14 27	493 46	74	–
25	19	Florida,	6 45·2	793 60	–	793 60	123	25 00
15	20	Williamstown,	6 44·7	4,300 00	–	4,300 00	667	–
16	21	Becket,	6 23·6	1,240 03	50 82	1,290 85	207	–
21	22	Washington,	5 79·1	700 00	23 93	723 93	125	–
20	23	Otis,	5 67·9	1,000 00	27 91	1,027 91	181	20 00
19	24	Hinsdale,	5 58	2,500 00	–	2,500 00	448	–
27	25	Lanesborough,	5 57·5	1,600 00	–	1,600 00	287	30 00
22	26	New Marlborough,	5 23·4	2,000 00	10 02	2,010 02	384	–
26	27	Clarksburg,	4 82·5	700 00	23 86	723 86	150	–
32	28	New Ashford,	4 73·3	108 00	62 38	170 38	36	–
28	29	Windsor,	3 99·4	400 00	23 37	423 37	106	–
30	30	Richmond,	3 94·7	1,000 00	42 11	1,042 11	264	–
31	31	Savoy,	3 20·6	420 00	28 87	448 87	140	175 00
24	32	Mt. Washington,	3 12·5	100 00	–	100 00	32	–

BRISTOL COUNTY.

For 1880-81.	For 1881-82.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	NEW BEDFORD,	$17 31·1	$70,003 60	$675 24	$70,678 84	4 083	–
2	2	Taunton,	11 27·4	40,700 00	–	40,700 00	3,610	–
3	3	Easton,	10 42·7	8,384 73	290 62	8,675 35	832	–
13	4	Mansfield,	10 36·4	4,500 00	319 18	4,819 18	465	–
9	5	Fairhaven,	10 00·5	4,000 00	202 13	4,202 13	420	–
5	6	Rehoboth,	9 99·8	2,877 78	231 72	3,109 50	311	$14 00
8	7	Dartmouth,	9 96	4,500 00	310 90	4,810 90	483	–
4	8	Attleborough,	9 68	18,500 00	773 43	19,273 43	1,991	–
11	9	Raynham,	9 60·5	3,000 00	188 89	3,188 89	332	–
7	10	Swanzey,	9 50·7	2,120 14	–	2,120 14	223	–
10	11	Fall River,	9 39·1	96,277 50	–	96,277 50	10,252	–
12	12	Freetown,	9 37·3	1,800 00	102 78	1,902 78	203	–
14	13	Seekonk,	8 77·1	1,700 00	177 00	1,877 00	214	–
6	14	Berkley,	8 58·9	1,400 00	–	1,400 00	163	–
15	15	Dighton,	8 30·5	2,500 00	133 60	2,633 60	293	–
17	16	Westport,	8 26·9	4,000 00	242 09	4,242 09	513	–
16	17	Acushnet,	7 87·8	1,500 00	130 75	1,630 75	207	50 00
19	18	Somerset,	7 34·4	2,500 00	378 71	2,878 71	392	–
18	19	Norton,	5 90	2,000 00	–	2,000 00	339	–

DUKES COUNTY.

For 1880-81.	For 1881-82.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
3	1	EDGARTOWN,	$10 73·9	$1,700 00	$39 72	$1,739 72	162	–
1	2	Cottage City,	10 10·1	1,000 00	–	1,000 00	99	–

2	3	Tisbury,	8 91·1	1,800 00	–	1,800 00	202	–
5	4	Gosnold,	7 05·1	150 00	19 22	169 22	24	–
4	5	Chilmark,	5 47·1	450 00	20 50	470 50	86	–
6	6	Gay Head,	3 00	81 00	–	81 00	27	–

ESSEX COUNTY.

1	1	NAHANT,	$35 53·5	$4,122 12	–	$4,122 12	116	–
2	2	Swampscott,	16 75·3	6,500 00	–	6,500 00	388	–
3	3	Salem,	13 81·2	66,288 04	$1,390 71	67,678 75	4,900	–
4	4	North Andover,	13 60	8,500 00	–	8,500 00	625	–
7	5	Peabody,	13 35·2	21,874 51	474 36	22,348 87	1,673	–
6	6	Haverhill,	13 19·1	46,000 00	538 00	46,538 00	3,528	–
16	7	Manchester,	13 08·4	2,800 00	–	2,800 00	214	–
13	8	Merrimac,	12 53·7	4,850 00	127 07	4,977 07	397	–
18	9	Amesbury,	12 24·9	5,900 00	163 57	6,063 57	495	–
5	10	Methuen,	12 18·4	8,200 00	–	8,200 00	673	–
11	11	Saugus,	12 01·8	6,032 85	–	6,032 85	502	–
8	12	Georgetown,	11 94·8	4,500 00	195 50	4,695 50	393	–
15	13	Lynn,	11 94·2	76,393 43	–	76,393 43	6,397	–
10	14	Ipswich,	11 88·5	6,400 00	183 75	6,583 75	554	–
14	15	Beverly,	11 85·5	16,765 13	471 63	17,236 76	1,454	–
29	16	Boxford,	11 16·9	1,200 00	50 94	1,250 94	112	–
22	17	Marblehead,	11 02·9	14,811 34	–	14,811 34	1,343	–
12	18	Bradford,	10 99·8	4,850 00	–	4,850 00	441	–
9	19	Danvers,	10 80·4	12,100 00	–	12,100 00	1,120	–
17	20	Andover,	10 68·6	9,500 00	–	9,500 00	889	$96 00
23	21	Wenham,	10 26·3	1,400 00	57 26	1,457 26	142	–
30	22	Middleton,	10 13·5	1,500 00	–	1,500 00	148	–
21	23	Lawrence,	10 06·6	71,901 38	–	71,901 38	7,143	–
20	24	Gloucester,	9 96·4	39,596 55	–	39,596 55	3,974	–

ESSEX COUNTY — CONCLUDED.

For 1880-81.	For 1881-82.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
19	25	Salisbury,	$9 58·2	$7,000 00	$157 57	$7,157 57	747	–
24	26	Newburyport,	9 40·4	24,000 00	–	24,000 00	2,552	–
27	27	Essex,	9 15·2	2,700 00	–	2,700 00	295	–
26	28	West Newbury,	9 10·4	2,945 59	113 41	3,059 00	336	–
28	29	Rowley,	8 94·7	1,700 00	–	1,700 00	190	–
25	30	Topsfield,	8 83·1	1,400 00	118 86	1,518 86	172	–
32	31	Groveland,	8 23·5	3,500 00	–	3,500 00	425	–
31	32	Hamilton,	7 30·3	800 00	69 07	869 07	119	–
34	33	Newbury,	6 98	1,950 00	88 00	2,038 00	292	–
33	34	Rockport,	6 56·7	4,925 00	–	4,925 00	750	–
35	35	Lynnfield,	4 70·5	500 00	59 98	559 98	119	–

FRANKLIN COUNTY.

For 1880-81.	For 1881-82.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	**GREENFIELD,**	$13 73·6	$10,000 00	–	$10,000 00	728	–
2	2	Shelburne,	12 04·3	3,000 00	$59 05	3,059 05	254	–
4	3	Wendell,	10 32·6	725 50	18 00	743 50	72	–
3	4	Orange,	9 25·9	5,000 00	–	5,000 00	540	–
13	5	Erving,	8 85	1,250 00	24 40	1,274 40	144	–
10	6	Sunderland,	8 77·9	1,200 00	55 48	1,255 48	143	–
9	7	New Salem,	8 61·3	1,100 00	28 30	1,128 30	131	–
7	8	Northfield,	8 20·4	2,000 00	126 70	2,126 70	258	–
14	9	Deerfield,	8 19·2	5,000 00	112 10	5,112 10	624	–
6	10	Ashfield,	8 15·1	1,600 00	30 30	1,630 30	200	–

8	11	Conway,	8 09·9	2,300 00	–	2,300 00	284	–
11	12	Hawley,	8 06·4	1,000 00	–	1,000 00	124	–
12	13	Warwick,	7 90·6	925 00	–	925 00	117	–
22	14	Shutesbury,	7 74·7	700 00	20 50	720 50	93	–
17	15	Montague,	7 69·2	9,000 00	–	9,000 00	1,170	–
5	16	Charlemont,	7 65·8	1,100 00	33 35	1,133 35	148	–
19	17	Heath,	7 36·8	700 00	–	700 00	95	–
15	18	Leverett,	7 35·3	800 00	38 20	838 20	114	–
16	19	Rowe,	6 85·5	600 00	30 65	630 65	92	–
21	20	Gill,	6 50·4	800 00	–	800 00	123	$50 00
18	21	Coleraine,	6 34·9	2,000 00	–	2,000 00	315	85 00
23	22	Leyden,	5 98·3	700 00	–	700 00	117	10 00
20	23	Whately,	5 88·2	1,200 00	–	1,200 00	204	–
24	24	Bernardston,	5 49·9	750 00	87 80	835 80	152	–
25	25	Buckland,	4 80 6	1,600 00	58 20	1,658 20	345	–
26	26	Monroe,	4 65·1	200 00	–	200 00	43	–

HAMPDEN COUNTY.

2	1	WESTFIELD,	$14 03 5	$18,522 00	$973 29	$19,495 29	1,389	–
3	2	Longmeadow,	13 74·5	3,000 00	147 52	3,147 52	229	–
1	3	Springfield,	12 81	80,509 61	–	80,509 61	6,285	–
4	4	West Springfield,	10 72·1	7,963 00	217 23	8,180 23	763	$50 00
5	5	Monson,	9 56·8	5,500 00	259 88	5,759 88	602	–
8	6	Palmer,	8 84·7	9,500 00	205 33	9,705 33	1,097	–
6	7	Chicopee,	8 49·4	17,675 97	–	17,675 97	2,081	–
15	8	Montgomery,	7 75	425 00	32 24	457 24	59	–
13	9	Granville,	7 72·8	1,800 00	62 50	1,862 50	241	18 75
9	10	Holyoke,	7 70·5	35,334 44	416 35	35,750 79	4,640	–
12	11	Hampden,	7 69·8	1,250 00	81 83	1,331 83	173	–
17	12	Tolland,	7 68·8	500 00	38 19	538 19	70	120 05

HAMPDEN COUNTY — CONCLUDED.

For 1880-81.	For 1881-82.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
10	13	Wilbraham, ...	$7 64·4	$1,875 00	$89 52	$1,964 52	257	-
16	14	Ludlow, ...	6 94·9	2,200 00	107 13	2,307 13	332	-
14	15	Brimfield, ...	6 79·6	1,400 00	-	1,400 00	206	-
7	16	Agawam, ...	6 43·8	3,000 00	-	3,000 00	466	-
11	17	Blandford, ...	5 98·1	1,200 00	67 95	1,267 95	212	$260 00
18	18	Chester, ...	5 06·1	1,400 00	77 85	1,477 85	292	-
19	19	Southwick, ...	4 92·4	1,000 00	78 36	1,078 36	219	-
20	20	Wales, ...	3 98·1	800 00	48 10	848 10	213	-
22	21	Holland, ...	3 63·9	200 00	7 44	207 44	57	-
21	22	Russell	3 57·1	500 00	-	500 00	140	-

HAMPSHIRE COUNTY.

For 1880-81.	For 1881-82.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	GRANBY, ...	$13 38	$1,800 00	$32 99	$1,832 99	137	-
2	2	South Hadley, . . .	12 76·7	8,375 99	126 98	8,502 97	666	-
3	3	Amherst, ...	10 12·7	7,110 55	130 53	7,241 08	715	-
4	4	Northampton, . . .	9 80	21,600 00	-	21,600 00	2,204	-
15	5	Southampton, . . .	8 58·3	1,450 00	60 64	1,510 64	176	-
13	6	Plainfield, ...	8 49·3	450 00	17 12	467 12	55	-
7	7	Easthampton, . . .	8 40·6	7,250 00	113 79	7,363 79	876	-
6	8	Enfield, ...	8 38·3	1,400 00	-	1,400 00	167	-
8	9	Belchertown, . . .	8 18	4,000 00	115 57	4,115 57	503	-
12	10	Worthington, . . .	7 69·6	800 00	146 57	946 57	123	$117 00

5	11	Greenwich,	7 60·8	800 00	29 25	829 25	109	–
11	12	Ware,	7 44·8	7,500 00	–	7,500 00	1,007	–
10	13	Huntington,	7 20·7	1,500 00	49 59	1,549 59	215	–
22	14	Cummington,	6 65·9	1,000 00	25 53	1,025 53	154	330 00
14	15	Chesterfield,	6 64·8	850 00	34 15	884 15	133	156 00
17	16	Westhampton,	6 46·8	800 00	14 99	814 99	126	–
9	17	Hadley,	6 41	2,750 00	–	2,750 00	429	–
18	18	Middlefield,	6 35·7	800 00	9 00	890 00	140	–
16	19	Williamsburg,	5 94·9	2,500 00	93 82	2,593 82	436	–
19	20	Prescott,	5 27·7	400 00	27 42	427 42	81	–
21	21	Hatfield,	4 66·3	1,500 00	34 25	1,534 25	329	–
23	22	Goshen,	4 61·5	300 00	–	300 00	65	79 50
20	23	Pelham,	4 03·1	439 34	–	439 34	109	–

MIDDLESEX COUNTY.

7	1	BELMONT,	$23 08·3	$6,140 03	–	$6,140 03	266	–
1	2	Newton,	22 50·4	72,450 62	$733 32	73,183 94	3,252	–
4	3	Lexington,	21 99	8,400 00	–	8,400 00	382	–
5	4	Medford,	21 96·3	25,235 00	–	25,235 00	1,149	–
2	5	Winchester,	20 43·7	12,098 99	–	12,098 99	592	–
8	6	Watertown,	19 29·6	17,096 25	–	17,096 25	886	–
23	7	Concord,	18 88·4	9,971 22	–	9,971 22	528	–
11	8	Malden,	18 24·4	39,407 16	–	39,407 16	2,160	–
18	9	Somerville,	16 48	69,280 22	–	69,280 22	4,204	–
3	10	Arlington,	16 16·6	14,000 00	–	14,000 00	866	–
15	11	Groton,	16 00	5,200 00	–	5,200 00	325	–
12	12	Framingham,	15 48·8	15,000 00	333 25	15,333 25	990	–
10	13	Reading,	15 41·4	8,000 00	–	8,000 00	519	–
13	14	Cambridge,	15 10·3	144,550 22	166 00	144,716 22	9,582	–
6	15	Weston,	14 84·6	3,548 16	–	3,548 16	239	–

MIDDLESEX COUNTY — CONCLUDED.

For 1880-81.	For 1881-82.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
20	16	Boxboro,	$14 46·8	$651 04	-	$651 04	45	-
36	17	Tyngsborough,	14 17·6	1,150 00	$55 00	1,205 00	85	-
29	18	Sherborn,	13 89·4	2,100 00	67 51	2,167 51	156	-
26	19	Melrose,	13 60·2	12,500 00	-	12,500 00	919	-
17	20	Lincoln,	13 42·3	2,000 00	-	2,000 00	149	-
27	21	Littleton,	13 30·6	2,150 00	72 16	2,222 16	167	$208 70
19	22	Stoneham,	13 12·3	11,850 00	-	11,850 00	903	-
22	23	Everett,	13 03·6	10,846 00	-	10,846 00	832	-
21	24	Lowell,	12 96·9	130,004 85	-	130,004 85	10,024	-
9	25	Waltham,	12 95·2	29,569 12	-	29,569 12	2,283	-
16	26	Woburn,	12 93·3	28,013 00	-	28,013 00	2,166	-
28	27	Bedford,	12 08	1,800 00	-	1,800 00	149	-
30	28	Dracut,	12 02·1	3,000 00	198 73	3,198 73	266	-
25	29	Sudbury,	11 77·1	2,000 00	118 73	2,118 73	180	-
14	30	Carlisle,	11 62·1	600 00	74 00	674 00	58	-
34	31	North Reading,	11 59·9	1,600 00	58 59	1,658 59	143	-
24	32	Wakefield,	11 34·1	11,500 00	-	11,500 00	1,014	-
32	33	Wayland,	11 29·5	4,000 00	134 00	4,134 00	366	-
38	34	Townsend,	10 93·8	3,500 00	-	3,500 00	320	-
46	35	Acton,	10 86·9	3,000 00	173 95	3,173 95	292	-
37	36	Burlington,	10 85·4	1,200 00	135 02	1,335 02	123	-
44	37	Ashland,	10 77·4	4,100 00	220 58	4,320 58	401	-
33	38	Wilmington,	10 69	1,550 00	-	1,550 00	145	-
42	39	Natick,	10 50	17,000 00	-	17,000 00	1,619	-
41	40	Chelmsford,	10 47·2	4,413 77	235 58	4,649 35	444	-
48	41	Dunstable,	10 44·7	700 00	-	700 00	67	-

35	42	Ashby, ...	10 38·2	1,900 00	–	1,900 00	183	–
39	43	Tewksbury, ...	10 18·5	2,200 00	–	2,200 00	216	–
43	44	Holliston, ...	9 92·8	5,500 00	–	5,500 00	554	–
54	45	Pepperell, ...	9 84	3,700 00	–	3,700 00	376	–
45	46	Hopkinton, ...	9 49·7	8,000 00	385 87	8,385 87	883	–
31	47	Shirley, ...	9 07·8	2,000 00	124 42	2,124 42	234	900 00
40	48	Hudson, ...	8 93·6	7,000 00	148 99	7,148 99	800	–
50	49	Billerica, ...	8 86·1	2,800 00	–	2,800 00	316	–
53	50	Marlborough, ...	8 56·9	18,800 00	–	18,800 00	2,194	–
47	51	Stow, ...	8 52·3	1,700 00	72 75	1,772 75	208	–
49	52	Ayer, ...	8 49·5	3,500 00	–	3,500 00	412	–
52	53	Westford, ...	8 35·7	3,000 00	–	3,000 00	359	–
51	54	Maynard, ...	7 56·1	4,000 00	–	4,000 00	529	–

NANTUCKET COUNTY.

		NANTUCKET, ...	$8 16·4	$1,490 06	–	$1,490 06	550	–

NORFOLK COUNTY.

2	1	MILTON, ...	$26 88 2	$13,951 82	–	$13,951 82	519	–
1	2	Brookline, ...	26 32·6	33,250 00	–	33,250 00	1,263	–
4	3	Needham, ...	21 74·3	11,067 39	–	11,067 39	509	–
–	4	Wellesley, ...	19 26	7,500 00	$242 70	7,742 70	402	–
3	5	Dedham, ...	18 81·5	21,373 45	–	21,373 45	1,136	–
10	6	Norwood, ...	14 09·7	6,400 00	–	6,400 00	454	–
6	7	Cohasset, ...	13 97·4	5,500 00	215 38	5,715 38	409	–

NORFOLK COUNTY — CONCLUDED.

For 1880-81.	For 1881-82.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
14	8	Medfield,	$13 57·9	$2,400 00	$139 25	$2,539 25	187	–
7	9	Hyde Park,	13 55·9	20,000 00	–	20,000 00	1,475	–
9	10	Quincy,	13 28·9	28,400 00	–	28,400 00	2,137	–
1	11	Randolph,	13 19	8,797 72	–	8,797 72	667	–
12	12	Weymouth,	13 10·6	26,000 00	736 28	26,736 28	2,040	–
5	13	Walpole,	12 43·8	5,000 00	–	5,000 00	402	–
13	14	Wrentham,	12 38·5	5,200 00	261 71	5,461 71	441	$1,500 00
16	15	Canton,	12 10·2	10,400 00	431 71	10,831 71	895	–
19	16	Foxborough,	12 06·8	5,300 00	311 48	5,611 48	465	–
15	17	Dover,	11 08·9	1,100 00	64 31	1,164 31	105	–
8	18	Holbrook,	10 97·6	5,000 00	158 82	5,158 82	470	–
17	19	Braintree,	10 97·4	7,500 00	410 64	7,910 64	721	–
18	20	Stoughton,	10 90·6	10,294 89	–	10,294 89	944	–
24	21	Medway,	10 57·6	7,000 00	297 50	7,297 50	690	–
21	22	Sharon,	9 97·2	2,000 00	144 00	2,144 00	215	–
20	23	Norfolk,	9 74·6	1,500 00	78 85	1,578 85	162	–
22	24	Franklin,	9 45·9	6,300 00	–	6,300 00	666	–
23	25	Bellingham,	9 35	1,900 00	269 25	2,169 25	232	–

PLYMOUTH COUNTY.

For 1880-81.	For 1881-82.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	KINGSTON,	$17 65·4	$3,800 00	$101 57	$3,901 57	221	–
3	2	Hingham,	15 60·6	11,813 82	–	11,813 82	757	–
2	3	Hull,	15 01·6	850 00	65 98	915 98	61	–

4	4	Plymouth, ...	13 19·8	17,500 00	–	17,500 00	1,326	–
5	5	Bridgewater, ...	12 65·3	7,800 00	272 46	8,072 46	638	–
6	6	Abington, ...	12 15·4	7,900 00	–	7,900 00	650	–
8	7	East Bridgewater, . .	10 75·3	5,000 00	–	5,000 00	465	–
7	8	Marshfield, ...	10 55·8	2,523 40	–	2,523 40	239	–
9	9	Middleborough, ...	10 12·4	9,000 00	–	9,000 00	889	–
12	10	West Bridgewater, . .	9 94	3,000 00	200 79	3,200 79	322	–
10	11	Brockton, ...	9 82·2	23,750 00	382 60	24,132 60	2,457	–
19	12	South Abington, ...	9 62·5	4,800 00	176 10	4,976 10	517	–
11	13	Mattapoisett, ...	9 34·3	1,850 00	–	1,850 00	198	–
16	14	Halifax, ...	9 33·3	700 00	–	700 00	75	–
13	15	Wareham, ...	9 22·1	4,800 00	271 50	5,071 50	550	–
17	16	Rockland, ...	9 21·7	8,000 00	–	8,000 00	868	–
14	17	South Scituate, ...	9 08·4	2,800 00	125 00	2,925 00	322	–
15	18	Hanover, ...	8 69	2,750 00	117 00	2,867 00	330	–
23	19	Plympton, ...	8 38·3	800 00	80 22	880 22	105	–
21	20	Marion, ...	7 95·5	1,400 00	–	1,400 00	176	–
20	21	Scituate, ...	7 92·1	4,000 00	135 00	4,135 00	522	–
26	22	Lakeville, ...	7 89·5	1,500 00	–	1,500 00	190	–
24	23	Duxbury, ...	7 68·8	2,500 00	190 81	2,690 81	350	–
25	24	Hanson, ...	7 11·7	1,600 00	93 78	1,693 78	238	–
27	25	Pembroke, ...	6 95·2	1,750 00	113 13	1,863 13	268	–
22	26	Carver, ...	6 57	1,200 00	81 17	1,281 17	195	–
18	27	Rochester, ...	6 10·4	1,200 00	93 98	1,293 98	212	–

SUFFOLK COUNTY.

1	1	BOSTON, ...	$22 68·9	$1,196,492 59	$188,806 56	$1,385,299 15	61,056	–
3	2	Revere, ...	12 92·4	5,500 00	148 00	5,648 00	437	–
2	3	Chelsea, ...	12 73·1	49,449 19	–	49,449 19	3,884	–
4	4	Winthrop, ...	10 55·9	1,400 00	110 00	1,510 00	143	–

WORCESTER COUNTY.

For 1880-81.	For 1881-82.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
3	1	UXBRIDGE,	$13 80	$6,000 00	–	$6,000 00	435	–
8	2	Upton,	13 40	4,100 00	–	4,100 00	306	–
23	3	Princeton,	13 21·4	1,600 00	$91 43	1,691 43	128	–
9	4	New Braintree,	12 88·3	1,288 35	–	1,288 35	100	–
1	5	Lancaster,	12 75·6	4,464 64	–	4,464 64	350	–
2	6	Barre,	12 54·9	4,600 00	181 21	4,781 21	381	–
5	7	Fitchburg,	12 38·3	30,546 97	76 47	30,623 44	2,473	–
4	8	Southborough,	12 29·4	4,000 00	143 01	4,143 01	337	–
10	9	Worcester,	11 81	134,203 10	–	134,203 10	11,363	–
14	10	Leominster,	11 77·1	10,500 00	–	10,500 00	892	–
6	11	Northborough,	11 07·2	3,200 00	–	3,200 00	289	–
26	12	Westminster,	10 61·7	2,750 00	–	2,750 00	259	–
15	13	Clinton,	10 18 2	16,871 28	–	16,871 28	1,657	$24 00
17	14	Leicester,	10 17·6	5,400 00	369 89	5,769 89	567	–
18	15	Harvard,	10 17	1,800 00	–	1,800 00	177	–
16	16	Brookfield,	10 12·3	4,702 00	126 68	4,828 68	477	–
20	17	Milford,	10 06·1	18,600 00	214 81	18,814 81	1,870	–
7	18	Sterling,	10 03·6	2,800 00	–	2,800 00	279	–
24	19	Westborough,	9 87·3	8,550 00	–	8,550 00	866	–
25	20	Ashburnham,	9 64·2	2,800 00	102 44	2,902 44	301	–
33	21	Grafton,	9 60	7,300 00	–	7,300 00	761	–
11	22	Petersham,	9 59·5	1,612 00	–	1,612 00	168	–
21	23	Douglas,	9 53·5	4,100 00	–	4,100 00	430	–
34	24	Northbridge,	9 50·1	7,450 00	151 00	7,601 00	800	–
12	25	Shrewsbury,	9 34·6	2,700 00	–	2,700 00	289	–
31	26	Lunenburg,	9 32·3	1,200 00	114 56	1,314 56	141	–

41	27	Oxford, ...	9 29·8	4,500 00	-	4,500 00	484	-
32	28	West Brookfield, . .	9 28·1	3,100 00	-	3,100 00	334	42 00
22	29	Athol, ...	9 21·6	6,500 00	218 66	6,718 66	729	-
39	30	Bolton, ...	9 09·1	1,300 00	-	1,300 00	143	-
19	31	Charlton, ...	9 09·1	3,000 00	-	3,000 00	330	-
13	32	Boylston, ...	9 06·5	1,650 00	-	1,650 00	182	-
36	33	Templeton, ...	8 97·3	4,500 00	139 34	4,639 34	517	-
27	34	Sturbridge, ...	8 81·6	3,500 00	-	3,500 00	397	-
35	35	Paxton, ...	8 62·1	1,000 00	-	1,000 00	116	-
37	36	Millbury, ...	8 41·2	8,000 00	-	8,000 00	951	-
49	37	Warren, ...	8 38	7,215 40	-	7,215 40	861	-
40	38	Royalston, ...	8 24·7	1,500 00	124 50	1,624 50	197	-
43	39	Phillipston, ...	8 14·9	850 00	72 69	912 79	112	-
29	40	Hubbardston, ...	8 09·7	2,000 00	-	2,000 00	247	-
30	41	North Brookfield, . .	8 04·6	6,500 00	250 60	6,750 60	839	-
28	42	Gardner, ...	8 03	7,500 00	-	7,500 00	934	-
38	43	Blackstone, ...	8 02·7	7,700 00	270 99	7,970 99	993	-
46	44	Winchendon, ...	7 85·4	5,058 13	-	5,058 13	644	-
53	45	Holden, ...	7 70·1	3,602 00	186 72	3,788 72	492	-
50	46	Spencer, ...	7 47·1	11,550 00	-	11,550 00	1,546	110 00
48	47	Webster, ...	7 39·7	8,000 00	270 44	8,270 44	1,118	-
57	48	West Boylston, ...	7 36·7	4,000 00	-	4,000 00	543	120 00
42	49	Southbridge, ...	7 30·2	10,150 00	-	10,150 00	1,390	-
44	50	Dudley, ...	7 27·3	4,500 00	133 29	4,633 29	637	1,000 00
45	51	Mendon, ...	7 07·5	1,300 00	107 95	1,407 95	199	-
51	52	Dana, ...	7 02·3	700 00	37 45	737 45	105	-
47	53	Rutland, ...	6 83·1	1,660 00	-	1,660 00	243	-
52	54	Oakham, ...	6 51·1	750 00	96 39	846 39	130	-
54	55	Sutton, ...	5 88·2	4,400 00	-	4,400 00	748	-
58	56	Hardwick, ...	5 65·6	2,500 00	129 43	2,629 43	465	-
55	57	Berlin, ...	5 48·9	1,000 00	92 35	1,092 35	199	-
56	58	Auburn, ...	5 30	1,150 00	-	1,150 00	217	-

GRADUATED TABLES — FIRST SERIES.

Showing the Comparative Amount of Money appropriated by the different Counties in the State, for the Education of each Child between the Ages of 5 and 15 Years in the County.

For 1880-81.	For 1881-82.	COUNTIES.	Sum appropriated by counties for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	Suffolk,	$22 00·7	$1,252,841 78	$189,064 56	$1,441,906 34	65,520	–
2	2	Norfolk,	14 78·4	256,532 27	3,761 88	260,294 15	17,606	$1,500 00
3	3	Middlesex,	14 36·3	808,275 43	3,531 45	811,806 88	56,520	217 70
4	4	Essex,	11 41	493,405 94	4,259 68	497,665 62	43,618	96 00
5	5	Bristol,	10 91·5	272,263 75	4,157 04	276,420 79	25,326	64 00
7	6	Plymouth,	10 43·2	134,587 22	2,501 09	137,088 31	13,141	–
8	7	Barnstable,	10 26·6	55,800 00	968 89	56,768 89	5,530	147 87
6	8	Hampden,	9 91·1	195,555 02	2,910 71	198,465 73	20,023	448 80
9	9	Worcester,	9 90·9	423,773 87	3,692 40	427,466 27	43,138	1,296 00
10	10	Dukes,	8 76·7	5,181 00	79 44	5,260 44	600	–
12	11	Hampshire,	8 54·5	75,375 88	1,143 29	76,519 17	8,955	742 50
11	12	Franklin,	8 42·7	55,150 50	723 03	55,873 53	6,630	145 00
13	13	Nantucket,	8 16·4	4,490 06	–	4,490 06	550	–
14	14	Berkshire,	7 93·8	111,489 70	1,383 99	112,873 69	14,220	564 00

AGGREGATE FOR THE STATE.

STATE,	$13 57·6	$4,144,722 42	$218,177 45	$4,362,899 87	321,377	$5,221 87

GRADUATED TABLES — FIRST SERIES.

Showing the Comparative Amount of Money, including Voluntary Contributions, appropriated by the different Counties in the State for the Education of each Child between the Ages of 5 and 15 Years in the County.

For 1880-81.	For 1881-82.	COUNTIES.	TOTALS.
1	1	Suffolk, ...	$22 00·7
2	2	Norfolk, ...	14 87
3	3	Middlesex, ...	14 36·9
4	4	Essex, ...	11 41·2
5	5	Bristol, ...	10 91·7
7	6	Plymouth, ...	10 43·2
8	7	Barnstable, ...	10 29·2
9	8	Worcester, ...	9 93·9
6	9	Hampden, ...	9 93·4
10	10	Dukes, ...	8 76·7
12	11	Hampshire, ...	8 62·8
11	12	Franklin, ...	8 45
13	13	Nantucket, ...	8 16·4
14	14	Berkshire, ...	7 97.8
Aggregate for the State, ...			$13 59·2

GRADUATED TABLES — SECOND SERIES.

The next Table exhibits the appropriation of the cities and towns, as compared with their respective valuations in 1881.

The first column shows the rank of the cities and towns in a similar Table for 1880–81, according to their valuation in 1881.

The second column indicates, in numerical order, the precedence of the cities and towns in respect to the liberality of their appropriations for 1881–82, according to their valuation in 1881.

The third consists of the names of the cities and towns, as numerically arranged.

The fourth shows the percentage of taxable property appropriated to the support of the public schools. The result is equivalent in value to mills and hundredths of mills. The decimals are carried to three figures, in order to indicate more perfectly the distinction between the different towns. The first figure (mills) expresses the principal value, and is separated from the last two figures by a dash.

The appropriations for schools are not given in the following Table, as they may be found by referring to the previous Tables; also in the Abstract of School Returns, commencing on page ii. These appropriations include the sum raised by taxes, the income of the surplus revenue, and of such other funds as the towns may appropriate at their option, either to support common schools, or to pay ordinary municipal expenses. The income of other local funds, and the voluntary contributions, are not included in the estimate. The appropriations are reckoned the same as in the first series of Tables, and for the same reasons.

The amount of taxable property, in each city and town, according to the last State valuation, is also omitted, as it is already given in the foregoing Abstract of School Returns.

If the rank assigned to towns in the next Tables is compared with the rank of the same town in the former series, it will be seen that they hold, in many instances, a very different place in the scale.

GRADUATED TABLES — Second Series.

[FOR THE STATE.]

A Graduated Table, in which all the Towns in the State are numerically arranged according to the Percentage of their Taxable Property appropriated to the Support of Public Schools for the Year 1881–82.

By the State Valuation of 1881 for 1880-81.	By the State Valuation of 1881 for 1881-82.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	By the State Valuation of 1881 for 1880-81.	By the State Valuation of 1881 for 1881-82.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
1	1	**HAWLEY**, . .	$·006–63	32	34	Erving, . .	$·004–40
3	2	Truro, . .	6–31	84	35	Wendell, .	4–34
134	3	Needham, .	6–20	70	36	Wrentham, .	4–34
67	4	Florida, .	5–59	90	37	Adams, . .	4–33
2	5	Gay Head, .	5-51	30	38	Templeton, .	4–33
6	6	Sandwich, .	5–48	19	39	Georgetown,	4–32
25	7	Harwich, .	5–41	37	40	Haverhill, .	4–31
15	8	Granville, .	5–30	33	41	Monson, .	4–30
5	9	Wellfleet, .	5–30	43	42	Palmer, .	4–30
7	10	Chatham, .	5–21	64	43	Granby . .	4–29
10	11	South Hadley,	5–15	27	44	Randolph, .	4–25
9	12	Monroe, .	5–07	62	45	Saugus, .	4–22
35	13	Marlboro', .	5–05	34	46	W. Stockbr'e,	4–21
8	14	Peru, . .	5–04	46	47	Provincet'wn,	4–18
16	15	Dudley, .	4–98	73	48	Deerfield, .	4–14
12	16	Upton, . .	4–93	44	49	Bradford, .	4–11
24	17	Amesbury, .	4–92	28	50	Eastham, .	4–07
20	18	Holbrook, .	4–88	41	51	Milford, .	4 07
11	19	Mashpee, .	4–85	108	52	Groveland, .	4–05
22	20	Weymouth, .	4–78	83	53	Marblehead, .	4–05
21	21	Medway, .	4–77	53	54	Northbridge,	4–05
39	22	Belchertown,	4–67	63	55	Ashby, . .	4–04
18	23	Stoughton, .	4–66	69	56	Plymouth, .	4–00
13	24	Otis, . .	4–65	49	57	Bridgewater,	3–99
4	25	Orleans, .	4–64	36	58	Rehoboth, .	3–99
14	26	Wareham, .	4–63	50	59	Heath, . .	3–98
29	27	Hyde Park, .	4–57	42	60	Brookfield, .	3–96
59	28	Merrimac, .	4–53	54	61	Stoneham, .	3–96
31	29	Abington, .	4–49	163	62	Webster, .	3–96
17	30	Dennis, . .	4–47	57	63	Blackstone, .	3–95
61	31	Shutesbury, .	4–47	72	64	Bellingham, .	3–93
38	32	Mansfield, .	4–46	153	65	Norfolk, .	3–92
26	33	Gloucester, .	4–41	48	66	Attleboro', .	3–91

By the State Valuation of 1881 for 1880-81.	By the State Valuation of 1881 for 1881-82.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	By the State Valuation of 1881 for 1880-81.	By the State Valuation of 1881 for 1881-82.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
89	67	Salisbury, .	$ 003–91	106	117	Franklin, .	$·003–48
85	68	Rockland .	3–89	202	118	Sheffield, .	3–48
56	69	Monterey, .	3–88	107	119	Canton, .	3–47
51	70	Hudson, .	3–87	123	120	Ashland, .	3–46
151	71	W. Boylston,	3–87	135	121	Ipswich, .	3–46
76	72	Foxboro', .	3–83	117	122	Longmeadow,	3–46
93	73	No. Andover,	3–83	111	123	Sturbridge, .	3–46
55	74	Shelburne, .	3–82	47	124	Chicopee, .	3–44
169	75	Malden, .	3–81	130	125	Clarksburg, .	3–44
182	76	Holden, .	3–79	176	126	Hampden, .	3–44
23	77	Blandford, .	3–78	96	127	Coleraine, .	3–43
52	78	Lee, . .	3–78	122	128	Ayer, . .	3–41
40	79	Rowe, . .	3–77	120	129	Middleboro', .	3–41
113	80	Quincy, .	3–76	143	130	Washington,	3–41
149	81	Sandisfield, .	3–75	86	131	Woburn, .	3–41
71	82	Dighton, .	3–74	132	132	Cheshire, .	3–40
75	83	E Bridgew'r	3–74	114	133	Southbridge,	3–40
94	84	Tyngsboro', .	3–74	98	134	Danvers, .	3–39
88	85	Grafton, .	3–73	161	135	Montgomery,	3–39
74	86	Ashfield, .	3–71	124	136	Westminster,	3–38
109	87	W. Bridge'r, .	3–71	129	137	Hanson, .	3–37
116	88	Ware, . .	3–69	191	138	Melrose, .	3–37
60	89	Walpole, .	3–68	166	139	Norwood, .	3–37
77	90	Charlemont, .	3–67	68	140	Northfield, .	3–36
82	91	Douglas, .	3–66	220	141	Rowley, .	3–36
121	92	Raynham, .	3–66	142	142	Rutland, .	3–36
115	93	Natick, .	3–65	125	143	Wayland, .	3–36
79	94	No. Adams, .	3–65	118	144	Buckland, .	3–35
157	95	Greenfield, .	3–64	105	145	Orange, .	3–35
131	96	Pittsfield, .	3–64	148	146	Phillipston, .	3–35
144	97	Montague, .	3–63	128	147	Wakefield, .	3–35
138	98	Spencer, .	3–63	171	148	Medford, .	3–33
174	99	Hingham, .	3–62	133	149	Lexington, .	3–32
65	100	Becket, . .	3–61	195	150	Oxford, . .	3–32
91	101	Millbury, .	3–61	225	151	Concord, .	3–31
66	102	No. Brookfi'd,	3–59	246	152	Tyringham, .	3–30
81	103	Warwick, .	3–59	158	153	Peabody, .	3–28
110	104	W. Brookfi'd,	3–58	154	154	Townsend, .	3–28
80	105	Berkley, .	3–57	188	155	Westfield, .	3–28
145	106	Westboro', .	3–57	112	156	Boylston, .	3–26
103	107	Leicester, .	3–56	189	157	Easthampton,	3–26
177	108	Leyden, .	3–55	101	158	Barnstable, .	3–25
95	109	Paxton, .	3–55	141	159	Barre, . .	3–25
100	110	Hinsdale, .	3–53	172	160	Lakeville, .	3–24
99	111	Dedham, .	3–52	211	161	Huntington, .	3–23
102	112	New Salem, .	3–52	139	162	Westhamp'n,	3–23
199	113	Warren, .	3–52	152	163	Winchester, .	3–23
126	114	Brockton, .	3–51	146	164	Fitchburg, .	3–22
92	115	Clinton, .	3–50	167	165	Scituate, .	3–22
104	116	Hopkinton, .	3–50	119	166	Methuen, .	3–21

By the State Valuation of 1881 for 1880-81.	By the State Valuation of 1881 for 1881-82.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	By the State Valuation of 1881 for 1880-81.	By the State Valuation of 1881 for 1881-82.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
181	167	Sutton,	$·003-21	207	217	Northboro,	$·002-87
304	168	Essex,	3-20	192	218	Salem,	2-85
224	169	Plainfield,	3-20	243	219	Lawrence,	2-84
97	170	Southboro,	3-20	221	220	Cambridge,	2-83
78	171	Waltham,	3-19	213	221	Westford,	2-83
165	172	Newburypo't,	3-18	244	222	W. Springfi'd,	2-83
159	173	Reading,	3-17	214	223	Yarmouth,	2-82
137	174	Conway,	3-16	305	224	Hancock,	2-81
250	175	Pembroke,	3-15	217	225	Wilbraham,	2-81
197	176	Worcester,	3-15	258	226	Leominster,	2-80
160	177	Ashburnham,	3-14	264	227	Somerset,	2-80
201	178	Chelsea,	3-14	203	228	Acushnet,	2-78
190	179	Freetown,	3-14	277	229	Newton,	2-77
164	180	Holliston,	3-14	204	230	Middlefield,	2-76
206	181	Ludlow,	3-14	259	231	Northampton,	2-75
156	182	Leverett,	3-13	194	232	Wilmington,	2-75
147	183	New Marlb'o,	3-13	241	233	Winchendon,	2-74
155	184	Chelmsford,	3-12	307	234	Lanesboro,	2-73
168	185	So. Scituate,	3-12	208	235	New Braint'e,	2-73
210	186	Sunderland,	3-10	226	236	Williamsbu'g,	2-73
150	187	Uxbridge,	3-10	238	237	Burlington,	2-72
186	188	No. Reading,	3-09	140	238	Petersham,	2-72
170	189	Westport,	3-09	–	239	Wellesley,	2-72
179	190	Framingham,	3-08	239	240	Lenox,	2-71
231	191	Southampt'n,	3-08	230	241	Seekonk,	2-71
127	192	Fairhaven,	3-07	212	242	Williamstown,	2-71
187	193	Somerville,	3-07	136	243	Arlington,	2-70
219	194	Littleton,	3-06	228	244	Wenham,	2-70
229	195	Lynn,	3-06	252	245	Braintree,	2-69
185	196	W. Newbury,	3-05	234	246	Dartmouth,	2-69
162	197	Gardner,	3-04	235	247	Hanover,	2-68
58	198	Greenwich,	3-04	263	248	Bolton,	2-67
216	199	Lowell,	3-04	287	249	Easton,	2-67
180	200	Sterling,	3-04	232	250	Halifax,	2-67
178	201	Plympton,	3-03	193	251	Tisbury,	2-67
184	202	Swanzey,	3-00	281	252	Acton,	2-63
183	203	Chester,	2-99	328	253	Pepperell,	2-63
237	204	Gt. Barring'n,	2-99	254	254	Taunton,	2-62
215	205	Holyoke,	2-98	242	255	New Bedford,	2-61
223	206	Tolland,	2-96	245	256	Dana,	2-59
196	207	Brimfield,	2-94	257	257	Dracut,	2-57
173	208	Chesterfield,	2-94	251	258	Amherst,	2-55
218	209	Worthington,	2-94	272	259	Hardwick,	2-55
198	210	Andover,	2-93	45	260	Pelham,	2-55
175	211	Shirley,	2-93	273	261	Everett,	2-54
200	212	Charlton,	2-92	209	262	Whately,	2-54
240	213	Cummington,	2-89	247	263	Dover,	2-53
268	214	Middleton,	2-89	288	264	Kingston,	2-53
87	215	Rochester,	2-89	292	265	Sherborn,	2-52
205	216	Athol,	2-88	248	266	Duxbury,	2-51

By the State Valuation of 1881 for 1880-81.	By the State Valuation of 1881 for 1881-82.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	By the State Valuation of 1881 for 1880-81.	By the State Valuation of 1881 for 1881-82.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
253	267	Carver,	$·002–49	299	307	Topsfield,	$·002–11
261	268	Hubbardston,	2–49	300	308	Wales,	2–11
276	269	Maynard,	2–49	260	309	Savoy,	2–09
255	270	Rockport,	2–49	286	310	Boston,	2–08
262	271	Agawam,	2–47	298	311	Lancaster,	2–08
297	272	Dunstable,	2–47	312	312	Stockbridge,	2–07
303	273	Newbury,	2–46	282	313	Sudbury,	2–05
227	274	Shrewsbury,	2–45	322	314	Tewksbury,	2–05
256	275	Springfield,	2–45	309	315	Enfield,	2–03
249	276	Marshfield,	2–44	306	316	Stow,	2–03
278	277	Fall River,	2–43	323	317	Beverly,	2–00
236	278	Norton,	2–42	313	318	Cohasset,	2–00
233	279	Auburn,	2–41	320	319	Princeton,	1–99
291	280	Marion,	7–40	311	320	Windsor,	1–99
275	281	Royalston,	2–37	314	321	Sharon,	1–96
267	282	Bedford,	2–35	324	322	Nantucket,	1–91
269	283	Oakham,	2–35	336	323	New Ashford,	1–91
271	284	Dalton,	2–33	321	324	Lunenburg,	1–90
315	285	So. Abington,	2–33	319	325	Gill,	1–89
270	286	Boxboro,	2–32	329	326	Southwick,	1–79
274	287	Mendon,	2–30	335	327	Belmont,	1–76
308	288	Revere,	2–30	326	328	Billerica,	1–75
279	289	Hadley,	2–24	325	329	Holland.	1–75
222	290	Prescott,	2–23	316	330	Carlisle,	1–68
285	291	Berlin,	2–22	331	331	Falmouth,	1–67
280	292	Richmond,	2–22	333	332	Hatfield,	1–48
283	293	Swampscott,	2–22	330	333	Mattapoisett,	1–46
310	294	Bernardston,	2–21	334	334	Hamilton,	1–42
289	295	Medfield,	2–21	332	335	Brookline,	1–40
290	296	Brewster,	2–17	302	336	Mt. Wash'ton,	1–40
318	297	Watertown,	2–17	337	337	Milton,	1–35
293	298	Goshen,	2–16	338	338	Russell,	1–14
265	299	Harvard,	2–16	284	339	Alford,	1–08
301	300	Edgartown,	2–15	339	340	Lynnfield,	1–00
294	301	Lincoln,	2–15	341	341	Winthrop,	0–97
296	302	Chilmark,	2–14	340	342	Nahant,	0–87
266	303	Egremont,	2–14	345	343	Gosnold,	0–84
295	304	Weston,	2–14	342	344	Manchester,	0–82
327	305	Boxford,	2–12	343	345	Cottage City,	0–81
317	306	Groton,	2–12	344	346	Hull,	0–69

GRADUATED TABLES — Second Series.

[COUNTY TABLES.]

In which all the Towns in the respective Counties in the State are numerically arranged according to the Percentage of their Taxable Property appropriated for the Support of Public Schools for the year 1881–82.

BARNSTABLE COUNTY.

By the State Valuation of 1881 for 1880-81.	By the State Valuation of 1881 for 1881-82.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	By the State Valuation of 1881 for 1880-81.	By the State Valuation of 1881 for 1881-82.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
1	1	TRURO, . .	$·006–31	7	8	Dennis, . .	$·004–47
4	2	Sandwich, .	5–48	10	9	Provincetown,	4–18
8	3	Harwich, .	5–41	9	10	Eastham, .	4–07
3	4	Wellfleet, .	5–30	11	11	Barnstable, .	3–25
5	5	Chatham, .	5–21	12	12	Yarmouth, .	2–82
6	6	Mashpee, .	4–85	13	13	Brewster, .	2–17
2	7	Orleans, . .	4–64	14	14	Falmouth, .	1–67

BERKSHIRE COUNTY.

By the State Valuation of 1881 for 1880-81.	By the State Valuation of 1881 for 1881-82.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	By the State Valuation of 1881 for 1880-81.	By the State Valuation of 1881 for 1881-82.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
7	1	FLORIDA, . .	$·005–59	21	17	Tyringham, .	$·003–30
1	2	Peru, . .	5–04	15	18	New Marlboro,	3–13
2	3	Otis, . .	4–65	19	19	Gt. Barringt'n,	2–90
9	4	Adams, . .	4–33	28	20	Hancock, .	2–81
3	5	W. Stockbrid'e,	4–21	29	21	Lanesboro, .	2–73
5	6	Monterey, .	3–88	20	22	Lenox, . .	2–71
4	7	Lee, . .	3–78	18	23	Williamstown,	2–71
16	8	Sandisfield, .	3–75	24	24	Dalton, . .	2–33
8	9	No. Adams, .	3–65	25	25	Richmond, .	2–22
12	10	Pittsfield, .	3–64	23	26	Egremont, .	2–14
6	11	Becket, . .	3–61	22	27	Savoy, . .	2–09
10	12	Hinsdale, .	3–53	31	28	Stockbridge, .	2–07
17	13	Sheffield, .	3–48	30	29	Windsor, .	1–99
11	14	Clarksburg, .	3–44	32	30	New Ashford,	1–91
14	15	Washington, .	3–41	27	31	Mt. Washing'n,	1–40
13	16	Cheshire, .	3–40	26	32	Alford, . .	1–08

BRISTOL COUNTY.

By the State Valuation of 1881 for 1880-81.	By the State Valuation of 1881 for 1881-82.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	By the State Valuation of 1881 for 1880-81.	By the State Valuation of 1881 for 1881-82.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
2	1	MANSFIELD.	$·004–46	17	11	Somerset,	$·002–80
1	2	Rehoboth,	3–99	11	12	Acushnet,	2–78
3	3	Attleboro,	3–91	12	13	Seekonk	2–71
4	4	Dighton,	3–74	13	14	Dartmouth,	2–69
6	5	Raynham,	3–66	19	15	Easton,	2–67
5	6	Berkley,	3–57	16	16	Taunton,	2–62
10	7	Freetown,	3–14	15	17	New Bedford,	2–61
8	8	Westport,	3–09	18	18	Fall River,	2–43
7	9	Fairhaven,	3–07	14	19	Norton,	2–42
9	10	Swanzey,	3–00				

DUKES COUNTY.

1	1	GAY HEAD,	$·005–51	3	4	Chilmark,	$·002–14
2	2	Tisbury,	2–67	6	5	Gosnold,	0–84
4	3	Edgartown,	2–15	5	6	Cottage City,	0–81

ESSEX COUNTY.

2	1	AMESBURY,	$·004–92	22	19	Lynn,	$·003–06
6	2	Merrimac,	4–53	17	20	W. Newbury,	3–05
3	3	Gloucester,	4–41	19	21	Andover,	2–93
1	4	Georgetown,	4–32	25	22	Middleton,	2–89
4	5	Haverhill,	4–31	18	23	Salem,	2–85
7	6	Saugus,	4–22	23	24	Lawrence,	2–84
5	7	Bradford,	4–11	21	25	Wenham,	2–70
12	8	Groveland,	4–05	24	26	Rockport,	2–49
8	9	Marblehead,	4–05	28	27	Newbury,	2–46
9	10	Salisbury,	3–91	26	28	Swampscott,	2–22
10	11	No. Andover,	3–83	31	29	Boxford,	2–12
14	12	Ipswich,	3–46	27	30	Topsfield,	2–11
11	13	Danvers,	3–39	30	31	Beverly,	2–00
20	14	Rowley,	3–36	32	32	Hamilton,	1–42
15	15	Peabody,	3–28	33	33	Lynnfield,	1–00
13	16	Methuen,	3–21	34	34	Nahant,	0–87
29	17	Essex,	3–20	35	35	Manchester,	0–82
16	18	Newburyport,	3–18				

FRANKLIN COUNTY.

By the State Valuation of 1881 for 1880-81.	By the State Valuation of 1881 for 1881-82.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	By the State Valuation of 1881 for 1880-81.	By the State Valuation of 1881 for 1881-82.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
1	1	HAWLEY, . .	$·006–63	12	14	Warwick, .	$·003–59
2	2	Monroe, . .	5–07	22	15	Leyden, . .	3–55
7	3	Shutesbury, .	4–47	15	16	New Salem, .	3–52
3	4	Erving, . .	4–40	14	17	Coleraine, .	3–43
13	5	Wendell, .	4–34	8	18	Northfield, .	3–36
9	6	Deerfield, .	4–14	17	19	Buckland, .	3–35
5	7	Heath, . .	3–98	16	20	Orange, . .	3–35
6	8	Shelburne, .	3–82	18	21	Conway,. .	3–16
4	9	Rowe. . .	3–77	20	22	Leverett, .	3–13
10	10	Ashfield,. .	3–71	24	23	Sunderland, .	3–10
11	11	Charlemont, .	3–67	23	24	Whately, .	2–54
21	12	Greenfield, .	3–64	25	25	Bernardston, .	2–21
19	13	Montague, .	3–63	26	26	Gill, . .	1–89

HAMPDEN COUNTY.

By the State Valuation of 1881 for 1880-81.	By the State Valuation of 1881 for 1881-82.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	By the State Valuation of 1881 for 1880-81.	By the State Valuation of 1881 for 1881-82.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
1	1	GRANVILLE, . .	$·005–30	13	12	Holyoke,. .	$·002–98
3	2	Monson, . .	4–30	15	13	Tolland, . .	2–96
4	3	Palmer, . .	4–30	11	14	Brimfield, .	2–94
2	4	Blandford, .	3–78	16	15	W. Springfield,	2–83
6	5	Longmeadow,	3–46	14	16	Wilbraham, .	2–81
5	6	Chicopee, .	3–44	18	17	Agawam, .	2–47
8	7	Hampden, .	3–44	17	18	Springfield, .	2–45
7	8	Montgomery, .	3–39	19	19	Wales, . .	2–11
10	9	Westfield, .	3–28	21	20	Southwick, .	1–79
12	10	Ludlow, . .	3–14	20	21	Holland, . .	1–75
9	11	Chester, . .	2–99	22	22	Russell, . .	1–14

HAMPSHIRE COUNTY.

By the State Valuation of 1881 for 1880-81.	By the State Valuation of 1881 for 1881-82.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	By the State Valuation of 1881 for 1880-81.	By the State Valuation of 1881 for 1881-82.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
1	1	SO. HADLEY, . .	$·005–15	17	13	Cummington, .	$·002–89
2	2	Belchertown, .	4–67	10	14	Middlefield, .	2–76
5	3	Granby, . .	4–29	19	15	Northampton, .	2–75
6	4	Ware, . .	3–69	15	16	Williamsburg,	2–73
9	5	Easthampton, .	3–26	18	17	Amherst, .	2–55
11	6	Huntington, .	3–23	3	18	Pelham. . .	2–55
7	7	Westhampton,	3–23	20	19	Hadley, . .	2–24
14	8	Plainfield, .	3–20	13	20	Prescott, . .	2–23
16	9	Southampton,	3–08	21	21	Goshen, . .	2–16
4	10	Greenwich, .	3–04	22	22	Enfield, . .	2–03
8	11	Chesterfield, .	2–94	23	23	Hatfield, . .	1–48
12	12	Worthington, .	2–94				

MIDDLESEX COUNTY.

By the State Valuation of 1881 for 1880-81.	By the State Valuation of 1881 for 1881-82.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	By the State Valuation of 1881 for 1880-81.	By the State Valuation of 1881 for 1881-82.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
1	1	MARLBORO, . .	$·005–05	30	28	Lowell, . .	$·003–04
4	2	Ashby, . .	4–04	23	29	Shirley, . .	2–93
3	3	Stoneham, .	3–96	32	30	Cambridge, .	2–83
2	4	Hudson, . .	3–87	29	31	Westford, .	2–83
21	5	Malden, . .	3–81	40	32	Newton, . .	2–77
7	6	Tyngsboro, .	3–74	28	33	Wilmington, .	2–75
9	7	Natick, . .	3–65	34	34	Burlington, .	2–72
8	8	Hopkinton, .	3–50	15	35	Arlington, .	2–70
11	9	Ashland, .	3–46	41	36	Acton, . .	2–63
10	10	Ayer, . .	3–41	53	37	Pepperell, .	2–63
6	11	Woburn, . .	3–41	35	38	Dracut, . .	2–57
27	12	Melrose, . .	3–37	38	39	Everett, . .	2–54
12	13	Wayland, .	3–36	43	40	Sherborn, .	2–52
13	14	Wakefield, .	3–35	39	41	Maynard, .	2–49
22	15	Medford, .	3–33	46	42	Dunstable, .	2–47
14	16	Lexington, .	3–32	36	43	Bedford, . .	2–35
33	17	Concord, .	3–31	37	44	Boxboro, .	2–32
17	18	Townsend, .	3–28	50	45	Watertown, .	2–17
16	19	Winchester, .	3–23	44	46	Lincoln, . .	2–15
5	20	Waltham, .	3–19	45	47	Weston, . .	2–14
19	21	Reading, .	3–17	49	48	Groton, . .	2–12
20	22	Holliston, .	3–14	42	49	Sudbury, .	2–05
18	23	Chelmsford, .	3–12	51	50	Tewksbury, .	2–05
25	24	No. Reading, .	3–09	47	51	Stow, . .	2–03
24	25	Framingham, .	3–08	54	52	Belmont, .	1–76
26	26	Somerville, .	3–07	52	53	Billerica, .	1–75
31	27	Littleton, .	3–06	48	54	Carlisle, . .	1–68

NANTUCKET COUNTY.

		NANTUCKET, ...	$·001–91

NORFOLK COUNTY.

15	1	NEEDHAM, . .	$·006–20	16	10	Norfolk, . .	$·003–92
2	2	Holbrook, .	4–88	10	11	Foxboro, .	3–83
4	3	Weymouth, .	4–78	14	12	Quincy, . .	3–76
3	4	Medway, .	4–77	7	13	Walpole, .	3–68
1	5	Stoughton, .	4–66	11	14	Dedham, .	3–52
6	6	Hyde Park, .	4–57	12	15	Franklin, .	3–48
8	7	Wrentham, .	4–34	13	16	Canton, . .	3–47
5	8	Randolph, .	4–25	17	17	Norwood, .	3–37
9	9	Bellingham, .	3–93	–	18	Wellesley, .	2–72

NORFOLK COUNTY — CONCLUDED.

By the State Valuation of 1881 for 1880-81.	By the State Valuation of 1881 for 1881-82.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	By the State Valuation of 1881 for 1880-81.	By the State Valuation of 1881 for 1881-82.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
19	19	Braintree, .	$·002-69	22	23	Sharon, . .	$·001–96
18	20	Dover, . .	2–53	23	24	Brookline, .	1–40
20	21	Medfield, .	2–21	24	25	Milton, . .	1–35
21	22	Cohasset, .	2–00				

PLYMOUTH COUNTY.

1	1	WAREHAM, . .	$·004–63	13	15	So. Scituate, .	$·003–12
2	2	Abington, .	4–49	16	16	Plymouth, .	3–03
4	3	Plymouth, .	4–00	7	17	Rochester, .	2–89
3	4	Bridgewater, .	3–99	18	18	Hanover, .	2–68
6	5	Rockland. .	3–89	17	19	Halifax, . .	2–67
5	6	E. Bridgewat'r,	3–74	23	20	Kingston, .	2–53
8	7	W. Bridgewa'r,	3–71	19	21	Duxbury, .	2–51
15	8	Hingham, .	3–62	22	22	Carver, . .	2–49
10	9	Brockton, .	3–51	20	23	Marshfield, .	2–44
9	10	Middleboro, .	3–41	24	24	Marion, . .	2–40
11	11	Hanson, . .	3–37	25	25	So. Abington, .	2–33
14	12	Lakeville, .	3–24	26	26	Mattapoisett, .	1-46
12	13	Scituate, . .	3–22	27	27	Hull, . .	0–69
21	14	Pembroke, .	3–15				

SUFFOLK COUNTY.

1	1	CHELSEA, . .	$·003–14	2	3	Boston, . .	$·002–08
3	2	Revere, . .	2–30	4	4	Winthrop, .	0–97

WORCESTER COUNTY.

2	1	DUDLEY, . .	$·004–98	10	11	Grafton, . .	$·003–73
1	2	Upton, . .	4–93	9	12	Douglas, .	3-66
3	3	Templeton, .	4–33	21	13	Spencer, . .	3-63
4	4	Milford, . .	4–07	11	14	Millbury, .	3–61
6	5	Northbridge, .	4–05	8	15	No. Brookfield,	3-59
5	6	Brookfield, .	3–96	16	16	W. Brookfield,	3-58
32	7	Webster, .	3–96	25	17	Westboro, .	3–57
7	8	Blackstone, .	3–95	15	18	Leicester, .	3-56
29	9	W. Boylston, .	3–87	13	19	Paxton, . .	3-55
35	10	Holden, . .	3–79	38	20	Warren, . .	3–52

WORCESTER COUNTY — Concluded.

By the State Valuation of 1881 for 1880 81.	By the State Valuation of 1881 for 1881-82.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	By the State Valuation of 1881 for 1880-81	By the State Valuation of 1881 for 1881-82.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
12	21	Clinton,	$·003–50	41	40	Northboro,	$·002–87
17	22	Sturbridge,	3–46	47	41	Leominster,	2–80
19	23	Southbridge,	3–40	45	42	Winchendon,	2–74
20	24	Westminster,	3–38	42	43	New Braintree,	2–73
24	25	Rutland,	3–36	22	44	Petersham,	2–72
27	26	Phillipston,	3–35	49	45	Bolton,	2–67
36	27	Oxford,	3–32	46	46	Dana,	2–59
18	28	Boylston,	3–26	52	47	Hardwick,	2–55
23	29	Barre,	3–25	48	48	Hubbardston,	2–49
26	30	Fitchburg,	3–22	43	49	Shrewsbury,	2–45
34	31	Sutton,	3–21	44	50	Auburn,	2–41
14	32	Southboro,	3–20	54	51	Royalston,	2–37
37	33	Worcester,	3–15	51	52	Oakham,	2–35
30	34	Ashburnham,	3–14	53	53	Mendon,	2–30
28	35	Uxbridge,	3–10	55	54	Berlin,	2–22
31	36	Gardner,	3–04	50	55	Harvard,	2–16
33	37	Sterling,	3–04	56	56	Lancaster,	2–08
39	38	Charlton,	2–92	57	57	Princeton,	1–99
40	39	Athol,	2–88	58	58	Lunenburg,	1–90

GRADUATED TABLES — SECOND SERIES.

Showing the different Counties in the State, numerically arranged, according to the Percentage of their Taxable Property appropriated for the Support of Public Schools for the year 1881–82.

By State Valuation of 1881 for 1880-81.	By State Valuation of 1881 for 1881-82.	COUNTIES.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Amount of money raised by taxes for the support of Public Schools	Income of surplus Revenue and of similar funds appropriated for Public Schools.	TOTAL.	Valuation of 1881.	Amount contributed for board and fuel.
1	1	BARNSTABLE, . . .	$.003–65	$55,800 00	$968 89	$56,768 89	$15,555,286 00	$147 87
2	2	Franklin, . . .	3–53	55,150 50	723 03	55,873 53	15,808,509 00	145 00
5	3	Berkshire, . . .	3–30	111,489 70	1,383 99	112,873 69	34,197,842 00	564 00
3	4	Plymouth, . .	3–29	134,587 22	2,501 09	137,088 31	41,597,896 00	–
4	5	Worcester, . .	3–26	423,773 87	3,692 40	427,466 27	131,054,438 00	1,296 00
6	6	Essex, . . .	3–06	493,405 94	4,259 68	497,665 62	162,413,423 00	96 00
8	7	Hampshire, . .	3–02	75,375 88	1,143 29	76,519 17	25,285,744 00	742 50
7	8	Middlesex, . .	3–02	808,275 43	3,531 45	811,806 88	268,986,013 00	217 70
10	9	Norfolk, . . .	2–91	256,532 27	3,761 88	260,294 15	89,424,009 00	1,500 00
9	10	Hampden, . .	2–84	195,555 02	2,910 71	198,465 73	69,758,223 00	448 80
11	11	Bristol, . . .	2–67	272,263 75	4,157 04	276,420 78	103,294,547 00	64 00
12	12	Suffolk, . . .	2–10	1,252,841 78	189,064 56	1,441,906 34	685,321,125 00	–
13	13	Nantucket, . .	1–91	4,490 06	–	4,490 06	2,352,123 00	–
14	14	Dukes, . . .	1–65	5,181 00	79 44	5,260 44	3,190,798 00	–

AGGREGATE FOR THE STATE.

14 Counties, ...	$·002–65	$4,144,722 42	$218,177 45	$4,362,899 87	$1,648,239,976 00	$5,221 87

GRADUATED TABLES — SECOND SERIES.

Showing the Arrangement of Counties according to their Appropriations, including Voluntary Contributions.

If the counties are numerically arranged, according to the percentage of their valuations appropriated for public schools, voluntary contributions of board and fuel being added to the sum raised by tax and to the income of the surplus revenue and other funds, as severally given in the previous table, the order of precedence will be as follows: —

By State Valuation of 1881 for 1880-81.	By State Valuation of 1881 for 1881-82.	COUNTIES.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
1	1	BARNSTABLE, ...	$·003–66
2	2	Franklin, ...	3–54
3	3	Berkshire, ...	3–32
4	4	Plymouth, ...	3–29
5	5	Worcester, ...	3–27
6	6	Essex, ...	3–06
7	7	Hampshire, ...	3–05
8	8	Middlesex, ...	3–02
10	9	Norfolk, ...	2–93
9	10	Hampden, ...	2–85
11	11	Bristol, ...	2–68
12	12	Suffolk, ...	2–10
13	13	Nantucket, ...	1–91
14	14	Dukes, ...	1–65
		Aggregate for the State, ...	$·002–65

GRADUATED TABLES — Third Series.

The following Table exhibits the ratio of the average attendance for the year in each town to the whole number of children between 5 and 15, according to the returns.

The ratio is expressed in decimals, continued to four figures, the first two of which are separated from the last two by a point, as only the two former are essential to denote the real per cent. Yet the ratios of many towns are so nearly equal, or the difference is so small a fraction, that the first two decimals, with the appropriate mathematical sign appended, indicate no distinction. The continuation of the decimals, therefore, is simply to indicate a priority in cases where, without such continuation, the ratios would appear to be precisely similar.

In several cases the ratio of attendance exhibited in the Table is over 100 per cent. These results, supposing the registers to have been properly kept and the returns correctly made, are to be thus explained: The average attendance upon all Public Schools being compared with the whole number of children in the town between 5 and 15, the result may be over 100 per cent., because the attendance of children under 5 and over 15 may more than compensate for the absence of children between those ages. The rank of the towns standing highest in the following Table is in accordance with the returns. As the returns are often incorrect, the rank may be too high in some cases.

GRADUATED TABLES — THIRD SERIES.

[FOR THE STATE.]

In which all the Towns in the State are numerically arranged according to the AVERAGE ATTENDANCE *of their Children upon the Public Schools for the year 1881–82.*

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	MASHPEE, .	35	52	1·48–57	33	Townsend, .	320	287	·89–70
2	Uxbridge, .	435	493	1·13–33	34	Cummington	154	138	89–61
3	Tyngsboro',	85	96	1·12–94	35	Kingston, .	221	198	·89–59
4	Carlisle, .	58	64	1·10–34	36	Ipswich, .	554	496	·89–53
5	Amesbury, .	495	525	1·06–06	37	Worthington	123	110	·89–43
6	Ashby, .	183	189	1·03–27	38	Littleton, .	167	149	·89–22
7	Heath, .	95	98	1·03–15	39	Belmont, .	266	237	·89–10
8	Dunstable, .	67	67	1·00–00	40	Petersham, .	168	149	·88–70
9	Edgartown,	162	162	1·00–00	41	N'w Bedford,	4,083	3,620	·88–66
10	N. Braintree,	100	97	·97–00	42	Leverett, .	114	101	·88–60
11	Harvard, .	177	171	·96–61	43	Ayer, . .	412	364	·88–35
12	Mendon, .	199	191	·95–98	44	Reading, .	519	458	·88–25
13	Provincet'wn	800	763	·95–37	45	Blandford, .	212	186	·87–74
14	Winchester,	592	561	·94–76	46	Leominster,	892	782	·87–67
15	Shutesbury,	93	88	·94–62	47	Melrose, .	919	805	·87–59
16	Medford, .	1,149	1,086	·94–52	48	Rockland, .	868	760	·87–56
17	Winthrop, .	143	135	·94–41	49	Brookfield, .	477	417	·87–42
18	Fairhaven, .	420	396	·94–29	50	Concord, .	528	461	·87–31
19	Warwick, .	117	108	·92–30	51	Plainfield, .	55	48	·87–27
20	Framingham	990	910	·91–92	52	Nahant, .	116	101	·87–08
21	Wellfleet, .	316	290	·91–77	53	Ashland, .	401	349	·87–03
22	Manchester,	214	196	·91–60	54	Erving, .	144	125	·86–80
23	Royalston, .	197	180	·91–37	55	Princeton, .	128	111	·86–72
24	Prescott, .	81	74	·91–36	56	Hopkinton, .	883	765	·86–64
25	Boxborough,	45	41	·91–11	57	Upton, .	306	264	·86–27
26	Randolph, .	667	603	·90–40	58	Greenwich,	109	94	·86–24
27	Revere, .	437	395	·90–39	59	Wendell, .	72	62	·86–11
28	Somerville,	4,204	3,793	·90–22	60	Rowe, .	92	79	·85–87
29	Bolton, .	143	129	·90–21	61	Orange, .	540	462	·85–56
30	Swampscott,	388	350	·90–21	62	S. Abington,	517	442	·85–49
31	W. Springf'd,	763	688	·90–17	63	Greenfield, .	728	621	·85–30
32	Whately, .	204	183	·89–71	64	Wayland, .	366	312	·85–25

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
65	Athol, . .	729	621	·85–19	113	Windsor, .	106	85	·80–19
66	Enfield,	167	141	·84–43	114	Methuen, .	673	539	·80–10
67	Lunenburg, .	141	119	·84–40	115	Plympton, .	105	84	·80–00
68	Mansfield, .	465	392	·84–30	116	W.Bridgew'r	322	257	·79–81
69	Longme'dow	229	193	·84–28	117	Stoughton, .	944	753	·79–77
70	Lee, . .	780	657	·84–23	118	Wenham, .	142	113	·79–60
71	Templeton, .	517	435	·84–14	119	Newton, .	3,252	2,588	·79–58
72	Berlin,	199	167	·83–92	120	Gloucester, .	3,974	3,159	·79–49
73	Merrimac, .	397	333	·83–88	121	Russell, .	140	111	·79–29
74	Tisbury, .	202	169	·83–66	122	Oakham, .	130	103	·79–23
75	Dedham, .	1,136	950	·83–63	123	Stoneham, .	903	715	·79–18
76	Marblehead,	1,343	1,119	·83–32	124	Monroe, .	43	34	·79–07
77	Bedford, .	149	124	·83–22	125	Sunderland,	143	113	·79–02
78	Georgetown,	393	327	·83–21	126	Brookline, .	1,263	997	·78–94
79	Mattapoisett.	198	164	·82–83	127	Hardwick, .	465	367	·78–92
80	Chesterfield,	133	110	·82–70	128	Milford, .	1,870	1,475	·78–88
81	Bellingham,	232	191	·82–33	129	Acton, .	292	230	·78–77
82	Coleraine,	315	259	·82–22	130	Sandisfield, .	188	148	·78–72
83	Wareham, .	550	452	·82–18	131	Middlefield,	140	110	·78–57
84	Abington, .	650	534	·82–15	132	Winchendon,	644	504	·78–26
85	Bridgewater.	638	524	·82–13	133	Hawley, .	124	97	·78–23
86	Watertown,	886	727	·82–05	134	Milton, .	519	406	·78–23
87	Woburn, .	2,160	1,774	·81–90	135	Holden, .	492	384	·78–05
88	CottageCity,	99	81	·81–83	136	Rockport, .	750	585	·78–00
89	Hubbardston	247	202	81–78	137	Essex, . .	295	230	·77–97
90	Chelmsford,	444	363	·81–76	138	Montgomery	59	46	·77–97
91	Granby, .	137	112	·81–75	139	Marion, .	176	137	·77–84
92	Norwood, .	454	371	·81–72	140	Dennis, .	558	433	·77–60
93	Sudbury, .	180	147	·81–67	141	Peabody, .	1,673	1,297	·77–53
94	Holliston, .	554	452	·81–59	142	Salisbury, .	747	579	·77–51
95	Saugus, .	502	409	·81–47	143	Dalton, .	358	277	·77–37
96	Amherst, .	715	582	·81–40	144	Bradford, .	441	341	·77–32
97	Hyde Park, .	1,475	1,198	·81–22	145	Brewster, .	216	167	·77–31
98	Natick, .	1,619	1,315	·81–22	146	Tewksbury,	216	167	·77–31
99	Shelburne, .	254	206	·81–10	147	Everett, .	832	643	·77–28
100	Dana, . .	105	85	·80–95	148	N. Andover,	625	483	·77–28
101	Danvers, .	1,120	906	·80–90	149	Gill, . .	123	95	·77–24
102	Weymouth, .	2,040	1,650	·80–88	150	Sharon, .	215	166	·77–21
103	Westfield, .	1,389	1,123	·80–85	151	Hudson, .	800	617	·77–13
104	Truro, . .	172	139	·80–81	152	Conway, .	284	219	·77–11
105	Barnstable, .	674	544	·80–71	153	New Salem,	131	101	·77–10
106	Harwich, .	654	527	·80–58	154	W. Newbury,	336	259	·77–08
107	Middleton, .	148	119	·80–41	155	Medfield, .	187	144	·77–01
108	Hampden, .	173	139	·80–35	156	Ashfield, .	200	154	·77–00
109	Dartmouth, .	483	668	·80–33	157	Leyden, .	117	90	·76–92
110	Easton, .	832	668	·80–29	158	Williamst'n,	667	513	·76–91
111	Shrewsbury,	289	232	·80–28	159	Leicester, .	567	436	·76–89
112	Sandwich, .	647	519	·80–22	160	Rehoboth, .	311	239	·76–86

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
161	Stockbridge,	380	292	·76–84	209	Lincoln, .	149	110	·73–82
162	Westminster	259	199	·76–83	210	Barre, . .	381	281	·73–75
163	Boston, .	61056	46902	·76–82	211	Grafton,. .	761	561	·73–72
164	Dighton, .	293	225	·76–80	212	Pepperell, .	376	277	·73–67
165	Otis, . .	181	139	·76–80	213	W. Brookfi'ld	334	246	·73–65
166	Ashburnham	301	231	·76–74	214	Middleboro',	889	654	·73–57
167	S. Hadley, .	666	511	·76–73	215	Braintree, .	721	529	·73–37
168	Beverly, .	1,454	1,114	·76–62	216	Tyringham,	97	71	·73–20
169	Holbrook, .	470	360	·76–60	217	Hingham, .	757	554	·73–18
170	Shirley, .	234	179	·76–50	218	Lanesboro, .	287	210	·73–17
171	Chatham, .	395	302	·76–46	219	Northbridge,	800	585	·73–13
172	Orleans, .	191	146	·76–44	220	Canton, .	895	654	·73–07
173	Rowley, .	190	145	·76–32	221	Brockton,	2,457	1,795	·73–06
174	Needham, .	509	388	·76–23	222	Quincy, .	2,137	1,558	·72–91
175	Seekonk, .	214	163	·76–18	223	Wellesley, .	402	293	·72–89
176	Andover, .	889	677	·76–15	224	Taunton, .	3,610	2,627	·72–77
177	Marshfield, .	239	182	·76–15	225	Rochester, .	212	154	·72–64
178	Malden, .	2,160	1,643	·76–06	226	Clinton, .	1,657	1,199	·72–36
179	Norfolk, .	162	123	·75–93	227	Dudley, .	637	460	·72–21
180	Carver, .	195	148	·75–90	228	Granville, .	241	174	·72–16
181	Chelsea, .	3,884	2,947	·75–88	229	Southboro', .	337	243	·72–11
182	W. St'kbri'ge	436	330	·75–69	230	Foxborough,	465	335	·72–04
183	Cohasset, .	409	309	·75–55	231	Halifax, .	75	54	·72–00
184	N. Reading, .	143	108	·75–52	232	Westboro', .	866	623	·71–94
185	Fitchburg, .	2,473	1,866	·75–45	233	Walpole, .	402	289	·71–89
186	Lynn, . .	6,397	4,826	·75–44	234	Hinsdale, .	448	322	·71–88
187	Freetown, .	203	153	·75–37	235	Blackstone, .	993	713	·71–80
188	Wakefield, .	1,014	764	·75–34	236	Northfield, .	258	185	·71–71
189	Medway, .	690	519	·75–22	237	Oxford, .	484	347	·71–69
190	Arlington, .	866	651	·75–17	238	Gt. Barring'n	880	630	·71–60
191	Wilmington,	145	109	·75–17	239	Dracut, .	266	190	·71–43
192	Northampt'n	2,204	1,655	·75–09	240	Phillipston, .	112	80	·71–43
193	Billerica, .	316	237	·75–00	241	Falmouth, .	388	277	·71–39
194	Sheffield, .	424	318	·75–00	242	Worcester, .	11363	8,069	·71–01
195	Plymouth, .	1,326	994	·74–98	243	Scituate, .	522	370	·70–88
196	Swanzey, .	223	167	·74–89	244	Lancaster, .	350	248	·70–86
197	Lexington, .	382	286	·74–87	245	Cambridge, .	9,582	6,759	·70–54
198	Florida, .	123	92	·74–80	246	Lakeville, .	190	134	·70–53
199	Waltham, .	2,283	1,707	·74–77	247	Wrentham, .	441	311	·70–52
200	Wilbraham,	257	192	·74–71	248	Auburn, .	217	153	·70–51
201	Marlboro', .	2,194	1,638	·74–66	249	Northboro', .	289	203	·70–24
202	E. Bridgew'r	465	347	·74–62	250	Buckland, .	345	242	·70–14
203	Duxbury, .	350	261	·74–57	251	Millbury, .	951	667	·70–14
204	Westford, .	359	268	·74–37	252	Pittsfield, .	2,611	1,830	·70–09
205	Charlton, .	330	245	·74–24	253	Monterey, .	133	93	·69–92
206	Hanover, .	330	245	·74–24	254	Sherborn, .	156	109	·69–87
207	Weston, .	239	177	·74–06	255	Chester, .	292	204	·69–86
208	Hadley, .	429	317	·73–90	256	Southwick, .	219	153	·69–86

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
257	Bernardston	152	106	·69–74	302	Lynnfield, .	119	76	·63–90
258	Boxford, .	112	78	·69–64	303	Webster, .	1,118	714	·63-86
259	Somerset, .	392	273	·69–64	304	Douglas, .	430	274	·63-72
260	N. Brookfi'ld	839	581	·69–25	305	Egremont, .	124	79	·63–71
261	So. Scituate,	322	223	·69–25	306	Monson, .	602	380	·63–12
262	Boylston, .	182	126	·69–23	307	Tolland, .	70	44	·62–86
263	Belchertown	503	348	·69–18	308	Adams, .	1,338	840	·62–78
264	Charlemont,	148	102	·68–92	309	Westport, .	513	322	·62–78
265	Yarmouth, .	344	237	·68–89	310	N. Adams, .	2,348	1,473	·62–73
266	Huntington,	215	148	·68–84	311	Spencer, .	1,546	969	·62–68
267	Springfield, .	6,285	4,323	·68–78	312	Sturbridge, .	397	248	·62-47
268	Holland, .	57	39	·68–42	313	Williamsb'rg	436	272	·62-38
269	Palmer, .	1,097	750	·68–36	314	Hull, . .	61	38	·62–30
270	Franklin, .	666	455	·68–32	315	Easthampton	876	542	·61–87
271	Deerfield, .	624	426	·68–27	316	Berkley, .	163	100	·61–35
272	Stow, . .	208	142	·68–27	317	Lowell, .	10024	6,120	·61–05
273	Rutland, .	243	166	·68–23	318	Lawrence,	7,143	4,349	·60-88
274	Haverhill, .	3,528	2,406	·68–20	319	Montague, .	1,170	711	·60–77
275	Groveland, .	425	289	·68–00	320	Dover, . .	105	63	·60–00
276	Eastham, .	140	95	·67–86	321	Fall River, .	10252	6,131	·59–80
277	Savoy, . .	140	95	·67–86	322	Newbury, .	292	174	·59–59
278	Alford, .	74	50	·67–57	323	Peru, . .	69	41	·59–42
279	Lenox, .	413	279	·67–55	324	Warren, .	861	510	·59–23
280	Burlington, .	123	83	·67–48	325	N. Marlboro'.	384	227	·59–11
281	Hamilton, .	119	80	·67–24	326	Raynham, .	332	196	·59–04
282	Paxton, .	116	78	·67–24	327	Ware, .	1,007	594	·58-99
283	Cheshire, .	314	211	·67–20	328	Salem, . .	4,900	2,884	·58–86
284	Ludlow, .	332	223	·67–17	329	Newburyp't,	2,552	1,497	·58–66
285	Nantucket, .	550	368	·66–91	330	Clarksburg,	150	85	·56–67
286	Attleboro', .	1,991	1,331	·66–85	331	Pembroke, .	268	151	·56–34
287	Hanson, .	238	159	·66–80	332	Gosnold,	24	13	·54–18
288	N'w Ashford	36	24	·66–67	333	Hatfield,	329	178	·54–10
289	Southampton	176	117	66–48	334	Southbridge,	1,390	746	·53–67
290	Chilmark, .	86	57	·66–29	335	W. Boylston,	543	291	·53–60
291	Groton, .	325	215	·66–15	336	Westhampt'n	126	67	·53–17
292	Brimfield, .	203	136	·66–02	337	Wales, . .	213	110	·51–64
293	Becket, .	207	136	·65–70	338	Norton, .	339	172	·50–74
294	Agawam, .	466	305	·65–45	339	Washington,	125	63	·50–40
295	Acushnet, .	207	135	·65–22	340	Richmond, .	264	130	·49–24
296	Goshen, .	65	42	·64–62	341	Gay Head,	27	13	·48–16
297	Topsfield, .	172	111	·64–53	342	Sutton, .	748	340	·45–45
298	Maynard, .	529	340	·64–27	343	Mt. Wash'n,	32	14	·43–75
299	Pelham, .	109	70	·64–22	344	Hancock, .	103	41	·39–81
300	Sterling, .	279	179	·64–16	345	Chicopee, .	2,081	824	·39–60
301	Gardner, .	934	598	·64–03	346	Holyoke, .	4,640	1,800	·38–79

GRADUATED TABLES — THIRD SERIES.

[COUNTY TABLES.]

In which all the Towns in the respective Counties in the State are numerically arranged according to the AVERAGE ATTENDANCE *of their Children upon the Public Schools for the year 1881–82.*

[For an explanation of the principles on which the Tables are constructed, see *ante*, p. cxxiii.]

BARNSTABLE COUNTY.

	TOWNS.	No. of children between 5 and 15 years of age in each year.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	MASHPEE, . .	35	52	1·48–57	8	Dennis, .	558	433	·77–60
2	Provincet'wn	800	763	·95–37	9	Brewster, .	216	167	·77–31
3	Wellfleet, .	316	290	·91–77	10	Chatham, .	395	302	·76–46
4	Truro, . .	172	139	·80–81	11	Orleans, .	191	146	·76–44
5	Barnstable, .	674	544	·80–71	12	Falmouth, .	388	277	·71–39
6	Harwich, .	654	527	·80–58	13	Yarmouth, .	344	237	·68–89
7	Sandwich, .	647	519	·80–22	14	Eastham, .	140	95	·67–86

BERKSHIRE COUNTY.

	TOWNS.	No. of children between 5 and 15 years of age in each year.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	LEE, . .	780	657	·84–23	17	Savoy, . .	140	95	·67–86
2	Windsor, .	106	85	·80–19	18	Alford, .	74	50	·67–57
3	Sandisfield, .	188	148	·78–72	19	Lenox, .	413	279	·67–55
4	Dalton, .	358	277	·77–37	20	Cheshire, .	314	211	·67–20
5	Williamst'n,	667	513	·76–91	21	New Ashf'rd	36	24	·66–67
6	Stockbridge,	380	292	·76–84	22	Becket, .	207	136	·65–70
7	Otis, . .	181	139	·76–80	23	Egremont, .	124	79	·63–71
8	W. St'kbri'ge	436	330	·75–69	24	Adams, .	1,338	840	·62–78
9	Sheffield, .	424	318	·75–00	25	N. Adams, .	2,348	1,473	·62–73
10	Florida, .	123	92	·74–80	26	Peru, . .	69	41	·59–42
11	Tyringham,	97	71	·73–20	27	N. Marlboro,	384	227	·59–11
12	Lanesboro', .	287	210	·73–17	28	Clarksburg,	150	85	·56–67
13	Hinsdale, .	448	322	·71–88	29	Washington,	125	63	·50–40
14	Gt. Barring'n	880	630	·71–60	30	Richmond, .	264	130	·49–24
15	Pittsfield, .	2,611	1,830	·70–09	31	Mt.Wash'n, .	32	14	·43–75
16	Monterey, .	133	93	·69–92	32	Hancock, .	103	41	·39–81

BRISTOL COUNTY.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	**FAIRHAVEN,** .	420	396	·94–29	11	Taunton, .	3,610	2,627	·72–77
2	New Bedford	4,083	3,620	·88–66	12	Somerset, .	392	273	·69–64
3	Mansfield, .	465	392	·84–30	13	Attleboro, .	1,991	1,331	·66–85
4	Dartmouth, .	483	388	·80–33	14	Acushnet, .	207	135	·65–22
5	Easton, .	832	668	·80–29	15	Westport, .	513	322	·62–78
6	Rehoboth, .	311	239	·76–86	16	Berkley, .	163	100	·61–35
7	Dighton, .	293	225	·76–80	17	Fall River, .	10252	6,131	·59–80
8	Seekonk, .	214	163	·76–18	18	Raynham, .	332	196	·59–04
9	Freetown, .	203	153	·75–37	19	Norton, .	339	172	·50–74
10	Swansea, .	223	167	·74–89					

DUKES COUNTY.

1	**EDGARTOWN,** .	162	162	1·00–00	4	Chilmark, .	86	57	·66–29
2	Tisbury,	202	169	·83–66	5	Gosnold, .	24	13	·54–18
3	Cottage City,	99	81	·81–83	6	Gay Head, .	27	13	·48–16

ESSEX COUNTY.

1	**AMESBURY,** .	495	525	1·06–06	19	Bradford, .	441	341	·77–32
2	Manchester,	214	196	·91–60	20	N. Andover,	625	483	·77–28
3	Swampscott,	388	350	·90–21	21	W. Newbury	336	259	·77–08
4	Ipswich, .	554	496	·89–53	22	Beverly, .	1,454	1,114	·76–62
5	Nahant, .	116	101	·87–08	23	Rowley, .	190	145	·76–32
6	Merrimac, .	397	333	·83–88	24	Andover, .	889	677	·76–15
7	Marblehead,	1,343	1,119	·83–32	25	Lynn, . .	6,397	4,826	·75–44
8	Georgetown,	393	327	·83–21	26	Boxford, .	112	78	·69–64
9	Saugus, .	502	409	·81–47	27	Haverhill, .	3,528	2,406	·68–20
10	Danvers, .	1,120	906	·80–90	28	Groveland, .	425	289	·68–00
11	Middleton, .	148	119	·80–41	29	Hamilton, .	119	80	·67–24
12	Methuen, .	673	539	·80–10	30	Topsfield, .	172	111	·64–53
13	Wenham, .	142	113	·79–60	31	Lynnfield, .	119	76	·63–90
14	Gloucester, .	3,974	3,159	·79–49	32	Lawrence, .	7,143	4,349	·60–88
15	Rockport, .	750	585	·78–00	33	Newbury, .	292	174	·59–59
16	Essex, . .	295	230	·77–97	34	Salem, . .	4,900	2,884	·58–86
17	Peabody, .	1,673	1,297	·77–53	35	Newburyp't,	2,552	1,497	·58–66
18	Salisbury, .	747	579	·77–51					

FRANKLIN COUNTY.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	**HEATH,** . .	95	98	1·03–15	14	Sunderland,	143	113	·79–02
2	Shutesbury,	93	88	·94–62	15	Hawley, .	124	97	·78–23
3	Warwick, .	117	108	·92–30	16	Gill, . .	123	95	·77–24
4	Whately, .	204	183	·89–71	17	Conway, .	284	219	·77–11
5	Leverett, .	114	101	·88–60	18	New Salem,	131	101	·77–10
6	Erving, .	144	125	·86–80	19	Ashfield, .	200	154	·77–00
7	Wendell, .	72	62	·86–11	20	Leyden, .	117	90	·76–92
8	Rowe, . .	92	79	·85–87	21	Northfield, .	258	185	·71–71
9	Orange, .	540	462	·85–56	22	Buckland, .	345	242	·70–14
10	Greenfield, .	728	621	·85–30	23	Bernardston,	152	106	·69–74
11	Coleraine, .	315	259	·82–22	24	Charlemont,	148	102	·68–92
12	Shelburne, .	254	206	·81–10	25	Deerfield, .	624	426	·68–27
13	Monroe, .	43	34	·79–07	26	Montague, .	1,170	711	·60–77

HAMPDEN COUNTY.

1	**WEST SPRINGFIELD,**	763	688	·90–17	12	Springfield,	6,285	4,323	·68–78
2	Blandford, .	212	186	·87–74	13	Holland, .	57	39	·68–42
3	Longmead'w	229	193	·84–28	14	Palmer, .	1,097	750	·68–36
4	Westfield, .	1,389	1,123	·80–85	15	Ludlow, .	332	223	·67–17
5	Hampden, .	173	139	·80–35	16	Brimfield, .	206	136	·66–02
6	Russell, .	140	111	·79–29	17	Agawam, .	466	305	·65–45
7	Montgomery	59	46	·77–97	18	Monson, .	602	380	·63–12
8	Wilbraham,	257	192	·74–71	19	Tolland,	70	44	·62–86
9	Granville, .	241	174	·72–16	20	Wales, .	213	110	·51–64
10	Chester, .	292	204	·69–86	21	Chicopee, .	2,081	824	·39–60
11	Southwick,	219	153	·69–86	22	Holyoke, .	4,640	1,800	·38–79

HAMPSHIRE COUNTY.

1	**PRESCOTT,** .	81	74	·91–36	13	Hadley, .	429	317	·73–90
2	Cummington	154	138	·89–61	14	Belchertown,	503	348	·69–18
3	Worthington	123	110	·89–43	15	Huntington,	215	148	·68–84
4	Plainfield, .	55	48	·87–27	16	Southampton	176	117	·66–48
5	Greenwich, .	109	94	·86–24	17	Goshen, .	65	42	·64–62
6	Enfield, .	167	141	·84–43	18	Pelham, .	109	70	·64–22
7	Chesterfield,	133	110	·82–70	19	Williamsb'rg	436	272	·62–38
8	Granby, .	137	112	·81–75	20	Easthampton	876	542	·61–87
9	Amherst, .	715	582	·81–40	21	Ware, . .	1,007	594	·58–99
10	Middlefield,	140	110	·78–57	22	Hatfield, .	329	178	·54–10
11	S. Hadley, .	666	511	·76–73	23	Westhampt'n	126	67	·53–17
12	Northampt'n	2,204	1,655	·75–09					

MIDDLESEX COUNTY.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	TYNGSBOROUGH, .	85	96	1·12–94	28	Stoneham, .	903	715	·79–18
2	Carlisle, .	58	64	1·10–34	29	Acton, . .	292	230	·78–77
3	Ashby, .	183	189	1·03–27	30	Tewksbury,	216	167	·77–31
4	Dunstable, .	67	67	1·00–00	31	Everett, .	832	643	·77–28
5	Winchester,	592	561	·94–76	32	Hudson, .	800	617	·77–13
6	Medford, .	1,149	1,086	·94–52	33	Shirley, .	234	179	·76–50
7	Framingham	990	910	·91–92	34	Malden, .	2,160	1,643	·76–06
8	Boxborough,	45	41	·91–11	35	N. Reading,	143	108	·75–52
9	Somerville, .	4,204	3,793	·90–22	36	Wakefield, .	1,014	764	·75–34
10	Townsend, .	320	287	·89–70	37	Arlington, .	866	651	·75–17
11	Littleton, .	167	149	·89–22	38	Wilmington,	145	109	·75–17
12	Belmont, .	266	237	·89–10	39	Billerica, .	316	237	·75–00
13	Ayer, . .	412	364	·88–35	40	Lexington, .	382	286	·74–87
14	Reading, .	519	458	·88–25	41	Waltham, .	2,283	1,707	·74–77
15	Melrose, .	919	805	·87–59	42	Marlboro', .	2,194	1,638	·74–66
16	Concord, .	528	461	·87–31	43	Westford, .	359	268	·74–37
17	Ashland, .	401	349	·87–03	44	Weston,	239	177	·74–06
18	Hopkinton, .	883	765	·86–64	45	Lincoln, .	149	110	·73–82
19	Wayland, .	366	312	·85–25	46	Pepperell, .	376	277	·73–67
20	Bedford, .	149	124	·83–22	47	Dracut, .	266	190	·71–43
21	Watertown,	886	727	·82–05	48	Cambridge,	9,582	6,759	·70–54
22	Woburn, .	2,166	1,774	·81–90	49	Sherborn, .	156	109	·69–87
23	Chelmsford,	444	363	·81–76	50	Stow, . .	208	142	·68–27
24	Sudbury, .	180	147	·81–67	51	Burlington, .	123	83	·67–48
25	Holliston, .	554	452	·81–59	52	Groton, .	325	215	·66–15
26	Natick, .	1,619	1,315	·81–22	53	Maynard, .	529	340	·64–27
27	Newton, .	3,252	2,588	·79–58	54	Lowell, .	10024	6,120	·61–05

NANTUCKET COUNTY.

NANTUCKET, ...	550	368	·66–91

NORFOLK COUNTY.

1	RANDOLPH, .	667	603	·90–40	7	Stoughton, .	944	753	·79–77
2	Dedham, .	1,136	950	·83–63	8	Brookline, .	1,263	997	·78–94
3	Bellingham,	232	191	·82–33	9	Milton, .	519	406	·78–23
4	Norwood, .	454	371	·81–72	10	Sharon, .	215	166	·77–21
5	Hyde Park, .	1,475	1,198	·81–22	11	Medfield, .	187	144	·77–01
6	Weymouth, .	2,040	1,650	·80–88	12	Holbrook, .	470	360	·76–60

NORFOLK COUNTY — Concluded.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
13	Needham, .	509	388	·76–23	20	Wellesley, .	402	293	·72–89
14	Norfolk, .	162	123	·75–93	21	Foxborough,	465	335	·72–04
15	Cohasset, .	409	309	·75–55	22	Walpole, .	402	289	·71–89
16	Medway, .	690	519	·75–22	23	Wrentham, .	441	311	·70–52
17	Braintree, .	721	529	·73–37	24	Franklin, .	666	455	·68–32
18	Canton, .	895	654	·73–07	25	Dover,. .	105	63	·60–00
19	Quincy, .	2,137	1,558	·72–91					

PLYMOUTH COUNTY.

1	**KINGSTON,** .	221	198	·89–59	15	Duxbury, .	350	261	·74–57
2	Rockland, .	868	760	·87–56	16	Hanover, .	330	245	·74–24
3	S. Abington,	517	442	·85–49	17	Middleboro',	889	654	·73–57
4	Mattapoisett,	198	164	·82–83	18	Hingham, .	757	554	·73–18
5	Wareham, .	550	452	·82–18	19	Brockton, .	2,457	1,795	·73–06
6	Abington, .	650	534	·82–15	20	Rochester, .	212	154	.72–64
7	Bridgewater,	638	524	·82–13	21	Halifax, .	75	54	·72–00
8	Plympton, .	105	84	·80–00	22	Scituate, .	522	370	·70–88
9	W. Bri'gew'r	322	257	·79–81	23	Lakeville, .	190	134	·70–53
10	Marion, .	176	137	·77–84	24	S. Scituate, .	322	223	·69–25
11	Marshfield, .	239	182	·76–15	25	Hanson, .	238	159	·66–80
12	Carver, .	195	148	·75–90	26	Hull, . .	61	38	·62–30
13	Plymouth, .	1,326	994	·74–98	27	Pembroke, .	268	151	·56–34
14	E. Bridgew'r	465	347	·74–62					

SUFFOLK COUNTY.

1	**WINTHROP,** .	143	135	·94–41	3	Boston, .	61056	46902	.76–82
2	Revere, .	437	395	·90–39	4	Chelsea, .	3,884	2,947	·75–88

WORCESTER COUNTY.

1	**UXBRIDGE,** .	435	493	1·13–33	6	Bolton, .	143	129	·90–21
2	N. Braintree,	100	97	·97–00	7	Petersham, .	168	149	·88–70
3	Harvard, .	177	171	·96–61	8	Leominster,.	892	782	·87–67
4	Mendon, .	199	191	·95–98	9	Brookfield, .	477	417	·87–42
5	Royalston, .	197	180	·91–37	10	Princeton, .	128	111	·86–72

WORCESTER COUNTY — CONCLUDED.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
11	Upton, . .	306	264	·86–27	35	Southboro', .	337	243	·72–11
12	Athol, . .	729	621	·85–19	36	Westboro', .	866	623	·71–94
13	Lunenburg, .	141	119	·84–40	37	Blackstone, .	993	713	·71–80
14	Templeton, .	517	435	·84–14	38	Oxford, .	484	347	·71–69
15	Berlin, . .	199	167	83–92	39	Phillipston, .	112	80	·71–43
16	Hubbardston	247	202	·81–78	40	Worcester, .	11363	8,069	·71–01
17	Dana, . .	105	85	·80–95	41	Lancaster, .	350	248	·70–86
18	Shrewsbury,	289	232	·80–28	42	Auburn, .	217	153	·70–51
19	Oakham, .	130	103	·79–23	43	Northboro', .	289	203	·70–24
20	Hardwick, .	465	367	·78–92	44	Millbury, .	951	667	·70–14
21	Milford, .	1,870	1,475	·78–88	45	N. Brookf'ld	839	581	·69–25
22	Winchendon,	644	504	·78–26	46	Boylston, .	182	126	·69–23
23	Holden, .	492	384	·78–05	47	Rutland, .	243	166	·68–23
24	Leicester, .	567	436	·76–89	48	Paxton, .	116	78	·67–24
25	Westminster	259	199	·76–83	49	Sterling, .	279	179	·64–16
26	Ashburnham	301	231	·76–74	50	Gardner, .	934	598	·64–03
27	Fitchburg .	2,473	1,866	·75–45	51	Webster, .	1,118	714	·63–86
28	Charlton, .	330	245	·74–24	52	Douglas, .	430	274	·63–72
29	Barre, . .	381	281	·73–75	53	Spencer, .	1,546	969	·62–68
30	Grafton, .	761	561	·73–72	54	Sturbridge, .	397	248	·62–47
31	W. Brookf'ld	334	246	·73–65	55	Warren, .	861	510	·59–23
32	Northbridge,	800	585	·73–13	56	Southbridge,	1,390	746	·53–67
33	Clinton,	1,657	1,199	·72–36	57	W. Boylston,	543	291	·53–60
34	Dudley, .	637	460	·72–21	58	Sutton, .	748	340	·45–45

TABLE *in which all the Counties are numerically arranged, according to the* AVERAGE ATTENDANCE *of their Children upon the Public Schools for the year 1881–82.*

1880-81.	1881-82.	COUNTIES.	Ratio of Attendance.
1	1	DUKES,	·82–50
2	2	Barnstable,	·81–21
4	3	Norfolk,	·77–33
5	4	Suffolk,	·76–89
6	5	Franklin,	·76–42
3	6	Plymouth,	·76–21
7	7	Middlesex,	·76–02
9	8	Worcester,	·72–22
10	9	Essex,	·71–46
8	10	Hampshire,	·71–24
11	11	Bristol,	·69–88
12	12	Berkshire,	·68–88
13	13	Nantucket,	·66–91
14	14	Hampden,	·60–64

AVERAGE ATTENDANCE FOR THE STATE.

Number of children between 5 and 15 years of age in the State,	321,377
Average attendance,	235,739
Ratio of attendance to the whole number between 5 and 15 years of age, expressed in decimals,	·73–35

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NOTE. — The act relating to the conveyance of children to and from school having been omitted in the Pub. St., 1882, is inserted in this place: —

[Acts 1869, Chap. 132.]

AN ACT RELATING TO THE CONVEYANCE OF CHILDREN TO AND FROM THE PUBLIC SCHOOLS.

Be it enacted, etc., as follows: —

SECTION 1. Any town in the Commonwealth may raise by taxation or otherwise, and appropriate money to be expended by the school committee in their discretion, in providing for the conveyance of pupils to and from the public schools.

SECT. 2. This act shall take effect upon its passage.

Approved April 1, 1869.

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